
ANNUAL PERFORMANCE REPORT

IDEA Part B



FFY 2006 (2006 – 2007)

Submitted 2.1.08

State of Iowa
Iowa Department of Education
Bureau of Student and Family Support Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

State Board of Education

Gene E. Vincent, Carroll, President
Rosie Hussey, Clear Lake, Vice President
Charles C. Edwards, Jr., Des Moines
Sister Jude Fitzpatrick, West Des Moines
Brian Gentry, Des Moines
Kameron Dodge, (Student Member), Cambridge
Wayne Kobberdahl, Council Bluffs
Mary Jean Montgomery, Spencer
Max Phillips, Woodward
(Vacant)

Administration

Judy A. Jeffrey, Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

Division of PK-12 Education

Kevin Fangman, Division Administrator

Bureau of Student and Family Support Services

Lana Michelson, Chief
Dennis Dykstra, Administrative Consultant
Toni Van Cleve, Administrative Consultant
Martin Ikeda, Administrative Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Table of Contents

State of Iowa
State Performance Plan Update or
Part B Annual Performance Report (APR) for FFY 2006 (2006-2007)

Priority: Indicator	Page
Monitoring Priority: FAPE in the LRE	
Indicator 1: Graduation	1
Indicator 2: Dropout	8
Indicator 3: Participation and Performance	15
Indicator 4(A): Suspension and Expulsion (SEA Revised, 2/1/08)	42
Indicator 5: Least Restrictive Environment 6-21	56
Indicator 6: Least Restrictive Environment 3-5 (N/A, 2/1/08)	66
Indicator 7: Early Childhood Outcomes (SPP)	68
Indicator 8: Parent Involvement	82
Monitoring Priority: Disproportionality	
Indicator 9: Disproportionality (SEA Revised, 2/1/08)	99
Indicator 10: Disproportionality-Disability Category (N/A, 2/1/08)	122
Monitoring Priority: General Supervision	
Indicator 11: Child Find (New, 2/1/07)	123
Indicator 12: Transition C to B	131
Indicator 13: Secondary Transition – IEP	144
Indicator 14: Secondary Transition – One Year Out (SPP)	160
Indicator 15: Monitoring	190
Indicator 16: Complaints	198
Indicator 17: Hearings	205
Indicator 18: Resolution Sessions	212
Indicator 19: Mediations (SEA Revised, 2/1/08)	217
Indicator 20: Timely and Accurate Data	229

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The SEA staff developed the Part B Annual Performance Report (APR) reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, and the Iowa Behavioral Alliance.

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 1, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the 6-Year State Performance Plan and each Annual Performance Report.

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The percent of youth with IEPs graduating from high school compared to the percent of all youth graduating from high school with a regular diploma is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from a gap of 11.7% to 9.2% for the six-year State Performance Plan.

Graduation in the State of Iowa is defined as (1) a student who has received a regular diploma who completed all unmodified district graduation requirements in the standard number of four years, or (2) students receiving a regular diploma from an alternative placement within the district, or who have had the requirements modified in accordance with a disability. Students who have finished the high school program but did not earn a diploma, or

earned a certificate of attendance or other credential in lieu of a diploma are not considered graduates (The Condition of Education Report, 2005).

Graduation is calculated as the number of students who graduated with a regular high school diploma divided by the total number of 12th graders and multiplying by 100. The measurement for the graduation gap is calculated as:

$$([\text{Number of Total Graduates} / \text{Total Enrollment}] \times 100) - ([\text{Number of IEP Graduates} / \text{IEP Enrollment}] \times 100).$$

FFY	Measurable and Rigorous Target
2006 (2006-2007)	The gap between the percent of youth with IEPs graduating high school with a regular diploma and the percent of all youth graduating high school with a regular diploma in the State will be no greater than 11.2%.

Actual Target Data for FFY 2006 (2006-2007):

Actual target data for measurement B1 for FFY 2006 (2006-2007) are summarized in Figure B1.1.

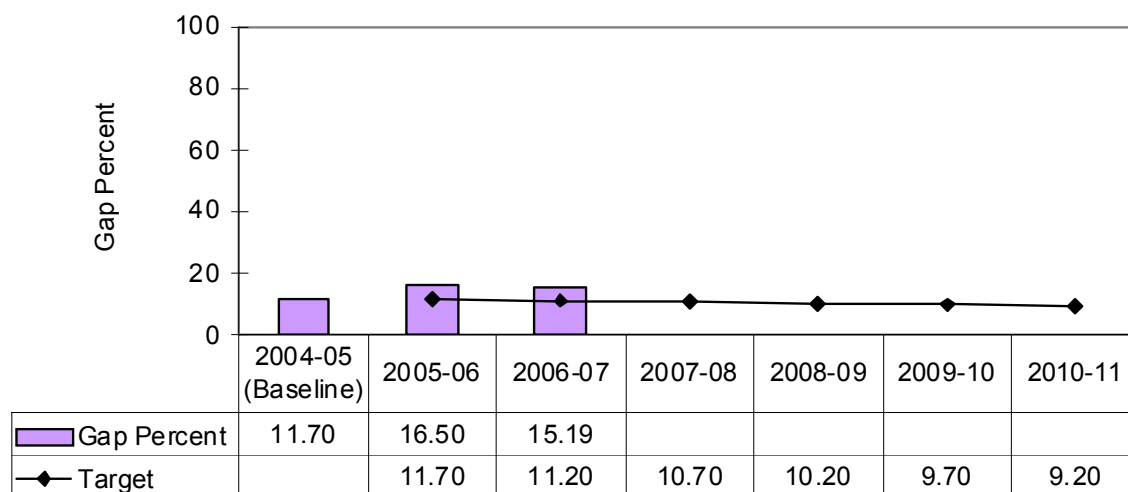


Figure B1.1. Gap between percent of youth with IEPs graduating high school with a regular diploma and percent of youth graduating high school with a regular diploma. Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) and FFY 2005 (2005-2006), and FFY 2006 (2006-2007).

As depicted in Figure B1.1, Iowa did not meet the target for Indicator 1 for FFY 2006 (2006-2007). The actual target data was a gap of 15.19%, while the measurable and rigorous target was 11.20%. The data in FFY 2006 (2006-2007) represent an improvement (smaller percentage gap of 1.31 in FFY 2006 [2006-2007]) from the gap of 16.50% obtained in FFY 2005 (2005-2006).

Table B1.1 provides, for each AEA and the State: (a) Number of Youth with IEPs Graduating with a Regular Diploma, (b) 12th Grade IEP Enrollment, (c) Percentage of Youth with IEPs Graduating with a Regular Diploma (d) Number of All Youth Graduating with a Regular Diploma, (e) 12th Grade All Youth Enrollment, (f) Percentage of All Youth Graduating with a Regular Diploma, (g) Gap Between Percentage All Youth Graduating with a Regular Diploma and Percentage of Youth with IEPs Graduating with a Regular Diploma, and (h) target for FFY 2006

(2006-2007). (Note: AEAs are the subrecipients of Part B funds in the State of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Table B1.1
Gap Between Students with IEPs Graduating with a Regular Diploma and All Youth Graduating with a Regular Diploma, by AEA,
for FFY 2006 (2006-2007)

AEA	1	267	8	9	10	11	12	13	14	15	State
(a) Number of Youth with IEPs Graduating with a Regular Diploma	289	509	250	355	549	845	302	263	97	321	3780
(b) 12 th Grade IEP Enrollment	357	686	377	518	686	1225	455	381	126	445	5256
(c) Percentage of Youth with IEPs Graduating with a Regular Diploma	80.95	74.20	66.31	68.53	80.03	68.98	66.37	69.03	76.98	72.13	71.92
(d) Number of All Youth Graduating with a Regular Diploma	2557	4606	2426	3293	4506	7819	2771	2046	761	2705	33490
(e) 12 th Grade All Youth Enrollment	2820	5223	2789	3838	5069	8878	3397	2358	850	3226	38448
(f) Percentage of All Youth Graduating with a Regular Diploma	90.67	88.19	86.98	85.80	88.89	88.07	81.57	86.77	89.53	83.85	87.10
(g) Gap Between Percentage All Youth Graduating with a Regular Diploma and Percentage of Youth with IEPs Graduating with a Regular Diploma	9.72	13.99	20.67	17.27	8.86	19.09	15.20	17.74	12.55	11.72	15.19
(h) FFY 2006 (2006-2007) target	11.20	11.20	11.20	11.20	11.20	11.20	11.20	11.20	11.20	11.20	11.20

Source. Iowa Department of Education Project EASIER Tables, FFY 2006 (2006-2007). **Bold** indicates target met.

Figure B1.2 depicts performance for each AEA and the State of Iowa, in FFYs 2005 (2005-2006) and 2006 (2006-2007), against the FFY 2005 (2005-2006) target of 11.70% and the FFY 2006 (2006-2007) target of 11.20%.

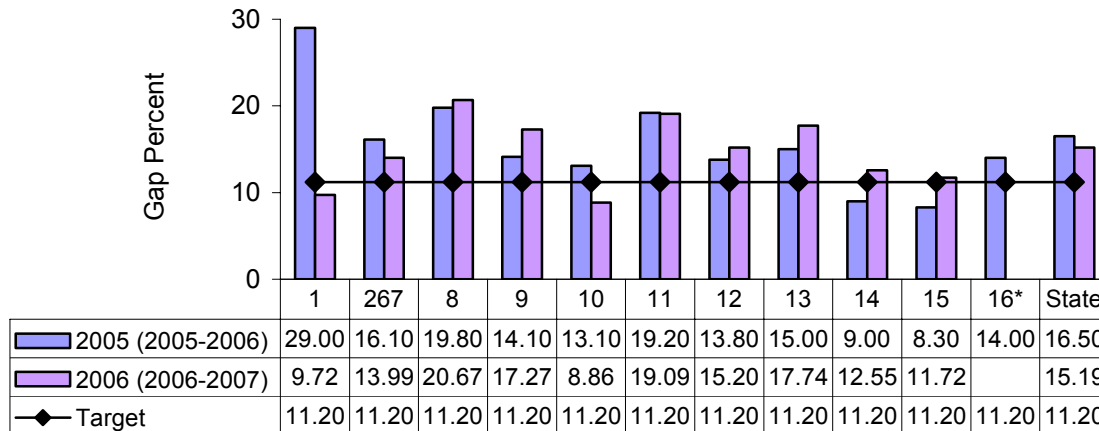


Figure B1.2. Gap between percent of youth with IEPs graduating high school with a regular diploma and percent of youth graduating high school with a regular diploma, by AEA. Source. Iowa Department of Education Project EASIER Tables, FFY 2005 (2005-2006), and FFY 2006 (2006-2007).

*AEAs 15 and 16 merged in FFY 2006 (2006-2007) and data for the merged AEA are depicted under AEA 15.

Table B1.1 and Figure B1.2 indicate that for FFY 2006 (2006-2007), 2 of 10 AEAs (AEAs 1 and 10) met the Measurable and Rigorous Target of 11.20%, while 4 of 10 AEAs showed improvement from FFY 2005 (2005-2006).

Summary of Actions of SEA for Indicator 1

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 1, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B1.2.

Table B1.2
Improvement Activities Completed for FFY 2006 (2006-2007)

Improvement Activity	Measurable Outcomes	Status / Next Steps
Verification of data. Data were verified within the Project EASIER system.	Improved accuracy of graduation data.	Ongoing for FFY 2007 (2007-2008), repeated annually through FFY 2010 (2010-2011)
Analysis of data to identify concerns. Graduation data as well as progress monitoring and outcome data from School-wide Positive Behavioral Supports (SWPBS) and the Iowa High School Project were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, and the Iowa Behavioral Alliance.	Stakeholders determined that (1) SWPBS efforts have a significant impact on the reduction of suspensions and expulsions and office discipline referrals for participating schools but not in the area of graduation – while an increase in graduation rates may be a secondary effect, it is not the primary effect and therefore this initiative should relate to the area of suspensions and expulsions, (2) the Iowa High School Project should continue contingent on preliminary pilot results in 2007-2008.	Ongoing for FFY 2007 (2007-2008), repeated annually through FFY 2010 (2010-2011)
Technical assistance. Twenty (20) additional Iowa high schools (Cohort 2) were selected to participate in the Iowa High School Project in December 2006 to expand participation in this three-year support process to help grow improvement efforts with a concentration on struggling learners using the Rigor and Relevance framework. The project supports continued and extensive training and direct technical assistance in Rigor and Relevance, Learning Criteria, Gold Seal Lessons, Quadrant D, and Relationships.	Based on analyses of informal participant feedback, school site visits, and progress monitoring data, IHSP was substantially reorganized to meet the needs of participating high schools. This second year of IHSP is considered a new pilot year of implementation.	Ongoing for FFY 2007 (2007-2008), repeated annually through FFY 2010 (2010-2011)
Technical assistance. Measurement strategies for the Iowa High School Project were defined.	The following are established measures within the IHSP: the Small Learning Communities Survey (administered 2x a year), the Learning Criteria, the My Voice Student Aspirations Survey by Dr. Quaglia, and Structured Case Studies. Data across measures are used as progress monitoring and outcome data.	Ongoing for FFY 2007 (2007-2008), repeated annually through FFY 2010 (2010-2011)

Improvement Activity	Measurable Outcomes	Status / Next Steps
Ongoing monitoring and enforcement as needed. The SEA uses graduation data in making annual AEA and LEA determinations.	All LEAs and AEAs were notified of determinations status. Three school districts were cited for submission of late or inaccurate graduation data.	Ongoing for FFY 2007 (2007-2008), repeated annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows.

For FFY 2006 (2006-2007), the Actual Target Data for the State of Iowa was a gap of 15.19, while the Measurable and Rigorous Target for FFY 2006 (2006-2007) was 11.20. While Iowa did not meet the target, performance improved over Actual Target Data obtained in FFY 2005 (2005-2006).

The SEA attributes the progress to better attending to targets by LEAs and AEAs. However, a potential cohort effect could also explain the progress noted.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Based on analysis of data from FFY 2006 (2006-2007), proposed activities for FFY 2007 (2007-2008) are summarized in Table B1.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B1.2 will continue in FFY 2007 (2007-2008), and are not listed in Table B1.3).

Table B1.3
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Analysis of data to identify concerns. Graduation data, as well as progress monitoring and outcome data will be analyzed with the following key stakeholders: Special Education Advisory Panel, the Resource Management Leadership Team, and SEA Staff.	2 SEA staff members	January 1, 2008 – June 30, 2008	Revisions to SEA and AEA action plans around graduation.
Analysis of data to identify concerns. Resource Management Leadership Team will be developed to further State level efforts in supports for learning for all children/youth. This 30+ membership team will facilitate investigation of additional initiatives/technical assistance/programs to support all children/youth to graduate from school.	2 SEA staff members, 30 individuals representing various State and public agencies	November 1, 2007 – June 30, 2008	Team members will be identified and team will have data to analyze for areas in need of additional support.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Analysis of data to identify concerns. Review current practices for students to receive a regular high school diploma.	2 SEA staff members	January 1, 2008 – June 30, 2008	Recommendations on the current barriers and practices to prohibit youth from receiving a regular high school diploma.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The SEA staff developed the Part B Annual Performance Report (APR) reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, the Iowa Department of Education staff, and the Iowa Behavioral Alliance.

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 2, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

The percent of youth with IEPs dropping out of high school compared to the percent of all youth dropping out of high school is a performance indicator. Therefore, each state was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from a gap of .67% to .50% for the six-year State Performance Plan.

Students who satisfy one or more of the following conditions are considered dropouts:

1. Was enrolled in school at some time during the previous school year and was not enrolled by October 1 of the current school year; or
2. Was not enrolled by October 1 of the previous school year although was expected to be enrolled sometime during the previous school year (i.e., not reported as a dropout the year before); and
3. Has not graduated from high school or completed a State or district-approved educational program; and
4. Does not meet any of the following exclusionary conditions:
 - a. Transfer to another public school district, private school, or State or district-approved educational program;
 - b. Temporary school-recognized absence due to suspension or illness; or
 - c. Death.

A student who left the regular program to attend an adult program designed to earn a General Educational Development (GED) or an adult high school diploma administered by a community college is considered a dropout. However, a student who enrolls in an alternative school administered by a public school district is not considered a dropout.

The dropout rate is calculated by dividing the number of 7-12 grade dropouts by the total 7-12 enrollment and multiplying by 100 (The Condition of Education Report, 2005. pp. 188-189 and 192). The measurement for the dropout gap is calculated as:

$(\text{Number of IEP Dropouts} / \text{IEP Enrollment} \times 100) - (\text{Number of Total Dropouts} / \text{Total Enrollment} \times 100)$.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	The gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school will be no greater than .67%

Actual Target Data for FFY 2006 (2006-2007):

Figure B2.1 depicts the dropout gap for FFY 2004 (2004-2005) through FFY 2006 (2006-2007) and the State six-year measurable and rigorous targets.

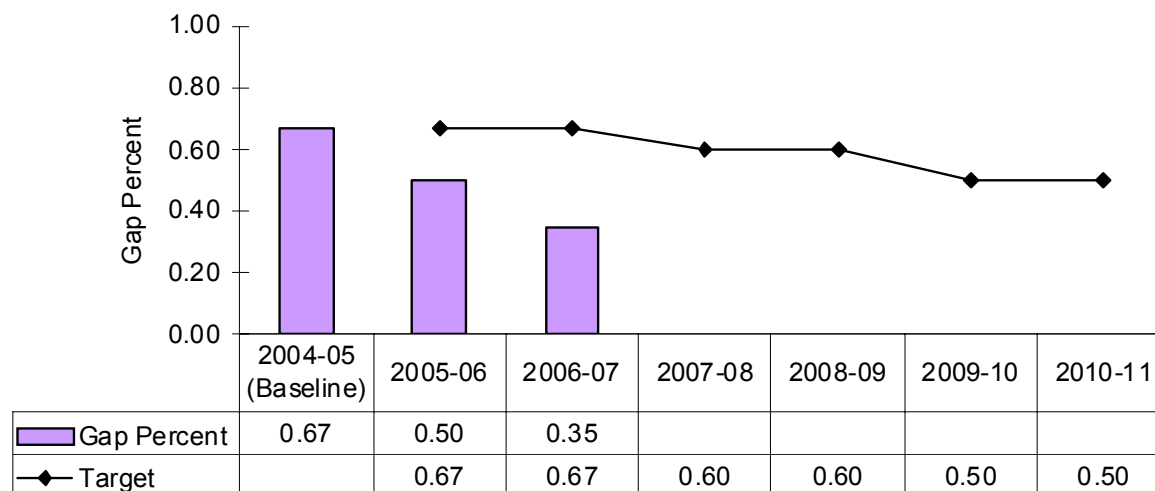


Figure B2.1. State Percent Dropout Gap between Students with IEPs and All Students. Source. Iowa Department of Education Project EASIER Tables, FFY 2004 (2004-2005) through FFY 2006 (2006-2007). Note: Data are graphed on a 1 point Y-axis rather than 100 in order to visualize small changes in data.

For FFY 2006 (2006-2007), the dropout gap was .35%. Iowa met, and exceeded, the FFY 2006 (2006-2007) measurable and rigorous target of .67%.

Table B2.1 provides dropout data calculated for each Area Education Agency (AEA) and the State. (Note: AEAs are the subrecipients of Part B funds in the State of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document).

Data in Table B2.1 represent: (a) Number of youth with IEPs (grades 7-12) who dropped out, (b) IEP enrollment in grades 7-12, (c) Percent of youth with IEPs (grades 7-12) who dropped out, (d) Number of all youth (grades 7-12) who dropped out, (e) Number of youth enrolled in grades 7-12, (f) Percent of all youth grades 7-12 who dropped out, and (g) The gap between percent of youth with IEPs dropping out and all youths dropping out (Grades 7-12).

Table B2.1
Gap Between Students with IEPs who Dropout and All Youth who Dropout, by AEA and the State,
for FFY 2006 (2006-2007)

AEA	1	267	8	9	10	11	12	13	14	15	State
(a) Number of youth with IEPs (grades 7-12) who dropped out	48	89	50	53	63	186	32	58	14	62	655
(b) IEP enrollment in grades 7-12	2384	4592	2167	3115	4701	8316	2590	2375	850	2969	34059
(c) Percent of youth with IEPs (grades 7-12) who dropped out	2.01	1.94	2.31	1.70	1.34	2.24	1.24	2.44	1.65	2.09	1.92
(d) Number of all youth (grades 7-12) who dropped out	228	465	224	567	386	886	201	280	54	326	3617
(e) Number of youth enrolled in grades 7-12	15936	31232	16098	23308	30520	55131	18957	15126	4944	18654	229906
(f) Percent of all youth grades 7-12 who dropped out	1.43	1.49	1.39	2.43	1.26	1.61	1.06	1.85	1.09	1.75	1.57
(g) The gap between percent of youth with IEPs dropping out and all youths dropping out (Grades 7-12)	0.58	0.45	0.92	-0.73	0.08	0.63	0.18	0.59	0.55	0.34	0.35
(h) FFY 2006 (2006-2007) target	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67	0.67

Source. Iowa Department of Education Project EASIER Tables, FFY 2006 (2006-2007).

Table B2.1 and Figure B2.2 indicate that the SEA Measurable Rigorous Target of .67% dropout gap was met by 9 out of 10 of the State's current Area Education Agencies; AEA dropout gap ranged between -.08% to .92%. AEA 9 reported a negative dropout gap; more general education students dropped out of high school than special education students.

Figure B2.2 shows the dropout gap calculated for FFY 2005 (2005-2006) and FFY 2006 (2006-2007) for each Area Education Agency (AEA) and the State.

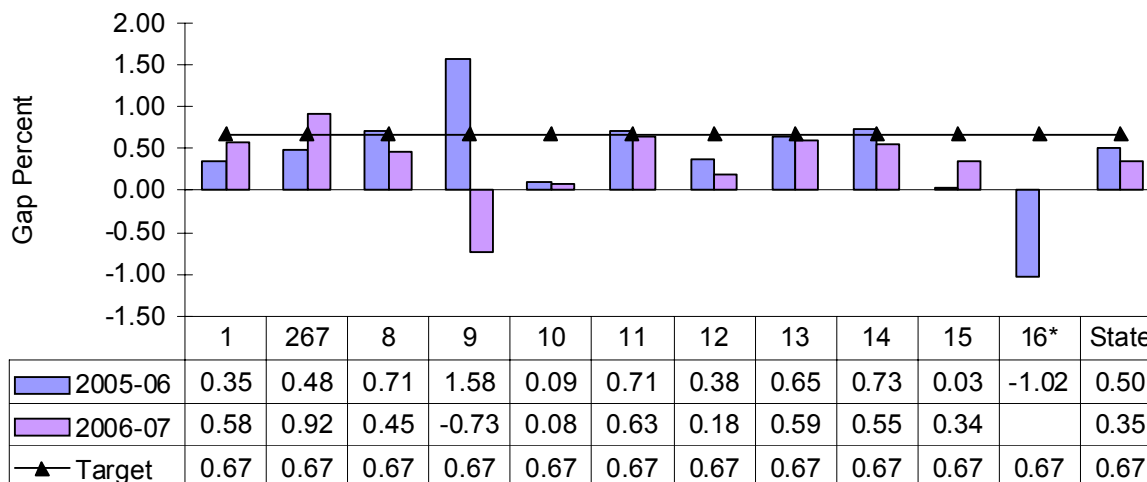


Figure B2.2. Trend of Percent Dropout Gap Across AEAs and the State, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).
Source. Iowa Department of Education Project EASIER Tables, FFY 2005 (2005-2006) and FFY 2006 (2006-2007). Note: Data are graphed on a 3.5 point Y-axis rather than 100 in order to visualize small changes in data; AEA 15 merged with AEA 16 in FFY 2006 (2006-2007).

Summary of Actions of SEA for Indicator 2

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP for Indicator 2, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B2.2.

Table B2.2
Improvement Activities Completed for FFY 2006 (2006-2007)

Improvement Activity	Measurable Outcomes	Status / Next Steps
Verification of data. Data were verified within the Project EASIER system.	Improved accuracy of dropout data.	Annually through FFY 2010 (2010-2011)
Analysis of data to identify concerns. Dropout data as well as progress monitoring and outcome data from the School-Wide Positive Behavioral Supports (SWPBS) and Learning Supports initiatives were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, and the Iowa Behavioral Alliance.	Stakeholders determined that (1) SWPBS efforts have a significant impact on the reduction of suspensions and expulsions and office discipline referrals for participating schools but does not have an effect in the area of dropout (only 14 participants were high school sites) – while reduction in dropouts may be a secondary effect, it is not the primary effect and therefore this initiative should relate to the area of suspensions and expulsions, (2) Learning Supports efforts should continue based on current State results, and (3) alternative programs to support children/youth and prevent them from dropping out of school should be investigated for possible statewide implementation.	Annually through FFY 2010 (2010-2011)
Technical assistance. Learning Supports is an effort designed to help schools systemically support student learning and overcome barriers to student learning. Activities in FFY 2006 (2006-2007) included workshops for 10 Data Grant teams to improve their use of data to identify and prioritize student-learning needs, as well as planning and evaluation of efforts. Four workshops for the Data Grant teams focused on (1) Results-Based Accountability (Friedman), (2) Parent involvement (Karen Mapp), (3) Implementation with fidelity (Gene Hall), and (4) Social/emotional learning (David Osher). Workshops, technical assistance, and consultation were provided for 12 AEA learning support teams to assist them in their efforts to support districts in a similar fashion. Eight (8) networking ICNs were provided for AEA Learning Supports teams focused on alignment of efforts (e.g., SWPBS, Olweus) Safe & Drug-Free Schools issues, and reporting on progress by individual teams. Two additional workshops focused on more intensive planning and alignment.	Targeted Learning Supports work at the State level resulted in 3 AEAs embedding Learning Supports as part of their work. One AEA's designated Learning Supports consultants functions as liaisons between special education and instructional services consultants to help align all work that an AEA does with any district. Another AEA is in the process of aligning efforts internally, sponsoring an institute with 4 workshops on Learning Supports for all their districts. And finally, one AEA has 30 LEA Learning Supports teams in Year 2 of Learning Supports alignment efforts.	Annually through FFY 2010 (2010-2011)
Ongoing monitoring and enforcement as needed. The SEA uses dropout data in making annual AEA and LEA determinations.	All LEAs and AEAs were notified of determinations status. One district is being monitored for performance on graduation and/or dropout. The district was not required to submit an action plan this year, however, an AEA is providing TA to the district.	Annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows. Iowa met the State target of the gap between the percent of youth with IEPs dropping out of high school and the percent of all youth in the State dropping out of high school being no greater than .67%, with actual target data for FFY 2006 (2006-2007) being .35%.

Performance in FFY 2006 (2006-2007) represents improvement over performance from FFY 2005 (2005-2006), when actual performance was .50% [also exceeding the measurable and rigorous target for FFY 2005 (2005-2006)].

SEA personnel attribute this progress to (a) improved data accuracy at the AEA and LEA levels, (b) increased attention by AEAs and LEAs on graduation/dropout of students with disabilities, and (c) continued public reporting of dropout data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B2.3. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B2.2 will continue in FFY 2007 (2007-2008), and are not listed in Table B2.3).

Table B2.3
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Analysis of data to identify concerns. Dropout data, as well as progress monitoring and outcome data will be analyzed with the following key stakeholders: Special Education Advisory Panel, the Resource Management Leadership Team, and SEA Staff.	2 SEA staff members	January 1, 2008 – June 30, 2008	Revisions to SEA and AEA action plans around dropout.
Analysis of data to identify concerns. Resource Management Leadership Team will be developed to further State level efforts in supports for learning for all children/youth. This 30+ membership team will facilitate investigation of additional initiatives/technical assistance/programs to support all children/youth and prevent them from dropping out of school.	2 SEA staff members, 30 individuals representing various State and public agencies	December 1, 2007 – June 30, 2008	Team members will be identified and team will have data to analyze for areas in need of additional support.
Analysis of data to identify concerns. Feasibility study of Credit Recovery Program.	2 SEA staff members	November 1, 2007 – June 30, 2008	Determination of feasibility and planning of pilot study.
Analysis of data to identify concerns. Coordinate and analyze results of a pilot study on dropout with Transition Indicator Lead, to analyze factors that might predict dropout status	3 SEA staff members	November 1, 2007 – June 30, 2008	Pilot results used to refine statewide dropout study – results will inform dropout prevention efforts.
Technical Assistance. Developing a Dropout Prevention Leadership Summit to develop a strategic plan to reduce dropout rates, specifically disproportionate rates.	3 SEA staff members	March, 2008 – June 30, 2008	Summit planned for implementation in Fall 2008.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing (a) trend data, (b) targets, and (c) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components (a) through (c), and comments were compiled. Stakeholder groups included the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 3, commentary suggested Iowa had corrected data reporting requirements found in FFY 2004 (2004-2005), and that OSEP had accepted revised targets proposed in FFY 2005 (2005-2006). Hence, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State’s minimum “n” size meeting the State’s Adequate Yearly Progress (AYP) objectives for progress for disability subgroup;
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards; and
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the 6-Year State Performance Plan and each Annual Performance Report.

Measurement:

A. Percent = [(number of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)) divided by the (total number of districts that have a disability subgroup that meets the State's minimum "n" size in the State)] times 100.

B. Participation rate =

- a. Number of children with IEPs in assessed grades;
- b. Number of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. Number of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. Number of children with IEPs in alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. Number of children with IEPs in alternate assessment against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in "a" but not included in "b", "c", "d", or "e" above.

Overall Percent = [(b + c + d + e) divided by (a)].

C. Proficiency rate =

- (a) Number of children with IEPs in assessed grades;
- (b) Number of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- (c) Number of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. Number of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. Number of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in "a" but not included in "b", "c", "d", or "e" above.

Overall Percent = [(b + c + d + e) divided by (a)].

Measurable and Rigorous Target:

Participation and performance are performance indicators. Therefore, each State was allowed by OSEP to set their own targets from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for each measurement required by OSEP. Targets for FFY 2006 (2006-2007) are summarized in the table below.

FFY	Measurable and Rigorous Target																								
FFY 2006 (2006-2007)	<p>A. 60% of districts meet the State’s AYP objectives for progress for the disability subgroup (children with IEPs).</p> <p>B. 95% of students with IEPs participate in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>C. For each of the following grade level and content area targets, students with disabilities are proficient or above as measured by the (1) regular assessment with no accommodations, (2) regular assessment with accommodations, (3) alternate assessment against grade level standards, and (4) alternate achievement standards.</p> <table><tr><th>GRADE</th><th>READING</th><th>MATH</th></tr><tr><td>3</td><td>32.97%</td><td>42.36%</td></tr><tr><td>4</td><td>37.46%</td><td>45.87%</td></tr><tr><td>5</td><td>35.58%</td><td>44.20%</td></tr><tr><td>6</td><td>24.26%</td><td>33.92%</td></tr><tr><td>7</td><td>24.27%</td><td>30.30%</td></tr><tr><td>8</td><td>26.33%</td><td>30.14%</td></tr><tr><td>11</td><td>28.98%</td><td>36.53%</td></tr></table>	GRADE	READING	MATH	3	32.97%	42.36%	4	37.46%	45.87%	5	35.58%	44.20%	6	24.26%	33.92%	7	24.27%	30.30%	8	26.33%	30.14%	11	28.98%	36.53%
GRADE	READING	MATH																							
3	32.97%	42.36%																							
4	37.46%	45.87%																							
5	35.58%	44.20%																							
6	24.26%	33.92%																							
7	24.27%	30.30%																							
8	26.33%	30.14%																							
11	28.98%	36.53%																							

Actual Target Data for FFY 2006 (2006-2007):

The first measurement (A) of Indicator 3 is the percent of districts meeting AYP for the subgroup, students with disabilities (SWD).

Data summarizing number of districts in Iowa meeting minimum cell size requirements, and the number of those districts meeting Adequate Yearly Progress (AYP) in reading and math, are summarized in Figure B3.1 and in Table B3.1.

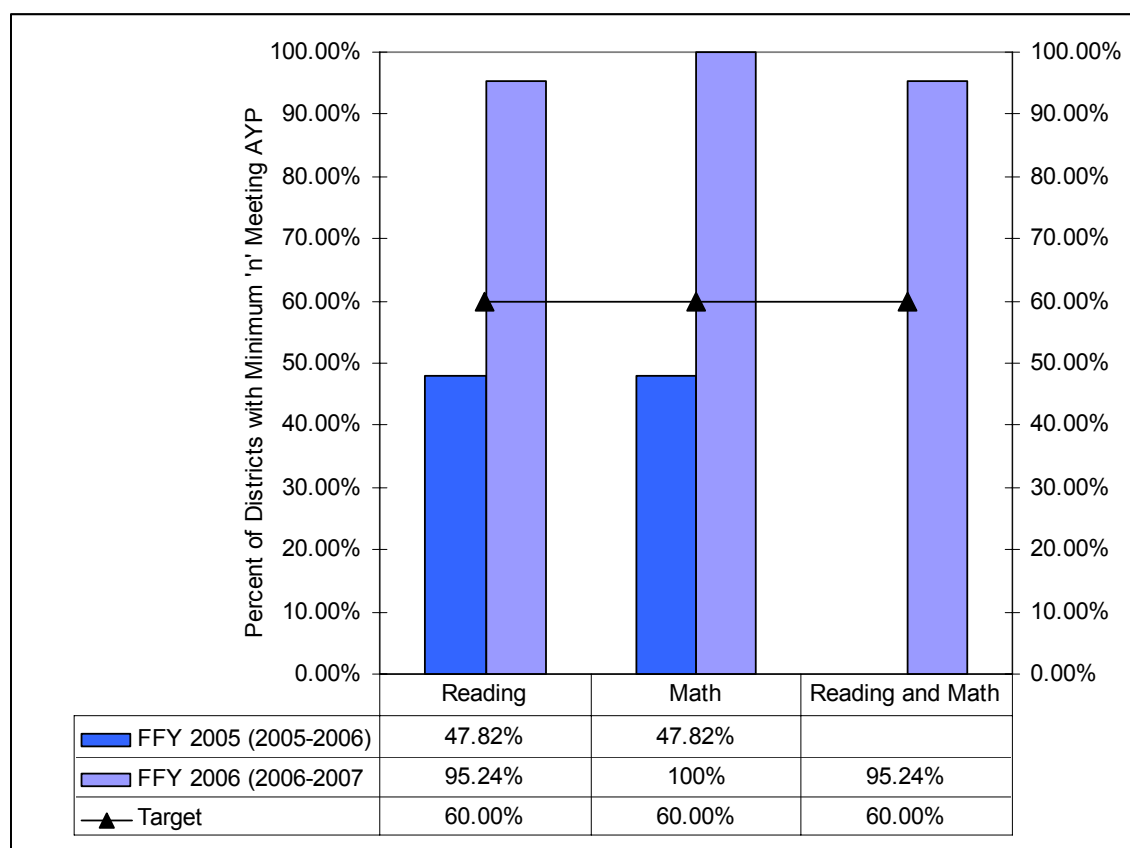


Figure B3.1. Percent of Districts with Minimum 'n' that Met Adequate Yearly Progress, FFY 2005 (2005-2006) through FFY 2006 (FFY 2006-2007), Against State Target. Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006) and FFY 2006 (2006-2007). Note: Reading and math combined category was not reported in FFY 2005.

Table B3.1
Districts Meeting AYP in Reading and Math for Students with Disabilities

Districts Meeting AYP for Students with Disabilities	Met AYP for SWD In Reading	Met AYP for SWD In Math	Met AYP for SWD In Reading and Math
21 districts met "N" of 30 in grade spans 3-5, 6-8, and 11. (5.75% of Iowa districts met the criteria for inclusion)	20 of 21 districts 95.24%%	21 of 21 districts 100.00%%	20 of 21 districts 95.24%%

Source. Iowa Department of Education AYP Database, FFY 2006 (2006-2007).

For reading, for math, and for reading and math, the State met and exceeded the target for Indicator 3(A) of 60% of districts meeting AYP for the disability subgroup (students with IEPs). Twenty of 21 districts (95.24%) met AYP for students with disabilities in the area of reading. Twenty-one of 21 districts (100.00%) met AYP for students with disabilities in the area of math. Twenty of 21 districts (95.24%) met AYP for students with disabilities in both reading and math.

The second measurement (B) of Indicator 3 is the participation of students with disabilities in statewide assessments of reading and math. Participation is defined as: (a) participating in regular assessment with no accommodations; (b) participating in regular assessment with accommodations; (c) participating in alternate assessment against grade level standards; and (d) participating in alternate assessment against alternate achievement standards.

Data on participation in statewide reading assessments are summarized in Figure B 3.2 and in Table B3.2. Data on participation in statewide math assessments are summarized in Figure B3.3 and Table B3.3.

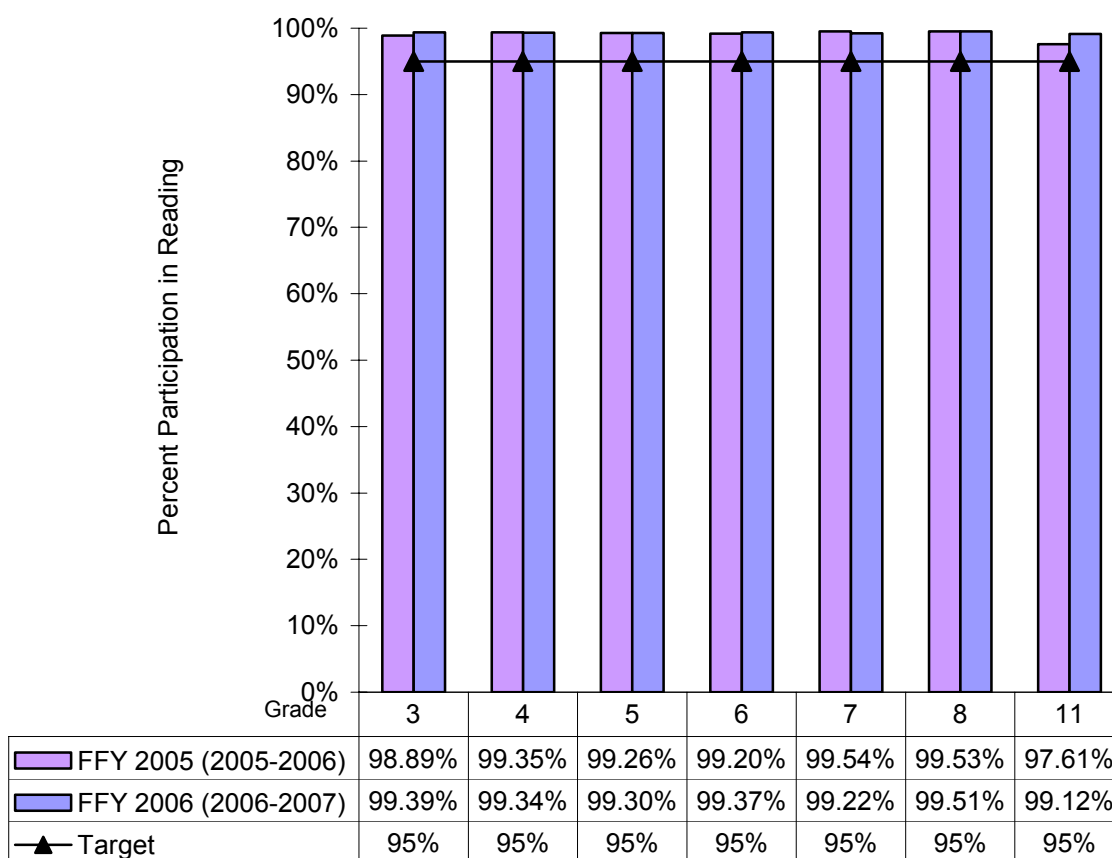


Figure B3.2 Participation Rate in Reading, FFY 2005 (2005-2006) through FFY 2006 (2006-2007), Against State Target.

Source. Information Management System, FFY 2005 (2005-2006) through FFY 2006 (2006-2007); Iowa Department of Education AYP Database, FFY 2005 (2005-2006) through FFY 2006 (2006-2007).

Table B3.2
FFY 2006 (2006-2007) Participation Rates in Statewide Assessments: Reading

	Grade						
	3	4	5	6	7	8	11
(a) # of children with IEPs in assessed grades	4280	4858	5009	5060	5405	5751	4977
(b) Full Academic Year: # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	993 (23.20%)	908 (18.69%)	728 (14.53%)	582 (11.50%)	641 (11.86%)	639 (11.11%)	731 (14.69%)
(c) Full Academic Year: # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2691 (62.87)	3320 (68.34%)	3631 (72.49%)	3807 (75.24%)	4047 (74.88)	4356 (75.74%)	3595 (72.23%)
(d) # of children with IEPs participating with or without accommodations who did not meet Full Academic Year (percent = [(d) divided by (a)] times 100)	355 (8.29%)	383 (7.88%)	394 (7.87%)	440 (8.70%)	439 (8.12%)	483 (8.40%)	390 (7.84%)
(e) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0	0	0	0
(f) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	215 (5.02%)	215 (4.43%)	221 (4.41%)	199 (3.93%)	236 (4.37%)	245 (4.26%)	217 (4.36%)
(g) Children with IEPs Participation Rate $[(b+c+d+e+f)/a]$	99.39%	99.34%	99.30%	99.37%	99.22%	99.51%	99.12%
(h) # of children with IEPs not assessed for other reasons (percent = [(h) divided by (a)] times 100)	26 (0.61%)	32 (0.66%)	35 (0.70%)	32 (0.63%)	42 (0.78%)	28 (0.49%)	44 (0.88%)

Source: Information Management System, FFY 2006 (2006-2007); Iowa Department of Education AYP Database, FFY 2006 (2006-2007).

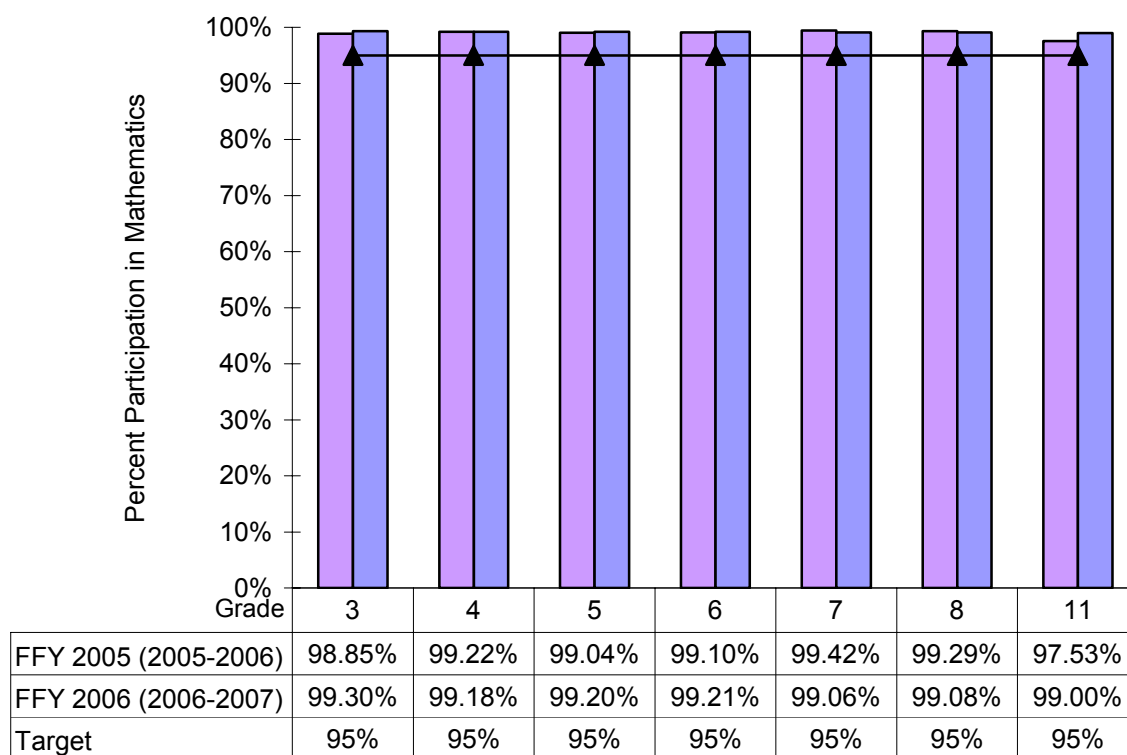


Figure B3.3 Participation Rate in Math, FFY 2005 (2005-2006) through FFY 2006 (FFY 2006-2007), Against State Target.

Source. Information Management System, FFY 2005 (2005-2006) through FFY 2006 (2006-2007); Iowa Department of Education AYP Database, FFY 2005 (2005-2006) through FFY 2006 (2006-2007).

Table B3.3
FFY 2006 (2006-2007) Participation Rates in Statewide Assessments: Mathematics

	Grade						
	3	4	5	6	7	8	11
(a) # of children with IEPs in assessed grades	4280	4858	5009	5060	5405	5751	4977
(b) Full Academic Year: # of children with IEPs in regular assessment with no accommodations (percent = [(b) divided by (a)] times 100)	991 (23.15%)	907 (18.67%)	728 (14.53%)	581 (11.48%)	640 (11.84%)	636 (11.06%)	730 (14.67%)
(c) Full Academic Year: # of children with IEPs in regular assessment with accommodations (percent = [(c) divided by (a)] times 100)	2688 (62.80%)	3315 (68.24%)	3626 (72.39%)	3803 (75.16%)	4039 (74.73%)	4339 (75.45%)	3591 (72.15%)
(d) of children with IEPs participating with or without accommodations who did not meet Full Academic Year (percent = [(d) divided by (a)] times 100)	356 (8.32%)	381 (7.84%)	394 (7.87%)	437 (8.64%)	440 (8.14%)	478 (8.31%)	388 (7.80%)
(e) # of children with IEPs in alternate assessment against grade level achievement standards (percent = [(e) divided by (a)] times 100)	0	0	0	0	0	0	0
(f) # of children with IEPs in alternate assessment against alternate achievement standards (percent = [(f) divided by (a)] times 100)	215 (5.02%)	215 (4.43%)	221 (4.41%)	199 (3.93%)	235 (4.35%)	245 (4.26%)	218 (4.38%)
(g) Children with IEPs Participation Rate $[(b+c+d+e+f)/a]$	99.30%	99.18%	99.20%	99.21%	99.06%	99.08%	99.00%
(h) # of children with IEPs not assessed for other reasons (percent = [(h) divided by (a)] times 100)	30 (0.70%)	40 (0.82%)	40 (0.80%)	40 (0.79%)	51 (0.94%)	53 (0.92%)	50 (1.00%)

Source. Information Management System, FFY 2006 (2006-2007); Iowa Department of Education AYP Database, FFY 2006 (2006-2007).

For FFY 2006 (2006-2007), the State of Iowa exceeded measurable and rigorous targets for participation rates in reading and math, at all grade levels.

In reading, for FFY 2006 (2006-2007), when compared to participation rates in FFY 2005 (2005-2006), participation rates improved in Grades 3, 5, 6, and 11, and decreased in Grades 4, 7, and 8. In math, for FFY 2006 (2006-2007), when compared to participation rates in FFY 2005 (2005-2006), participation rates improved in Grades 3, 5, 6, and 11, and decreased in Grades 4, 7, and 8.

The third measurement (C) of Indicator 3 is the performance of students with disabilities in statewide assessments of reading and math. Reading performance is summarized in Figures B3.4 and Table B3.4, while math performance is summarized in Figure B3.5 and Table B3.5.

Figure B3.4 summarizes trend for reading performance of students with disabilities from FFY 2005 (2005-2006) to FFY 2006 (2006-2007).

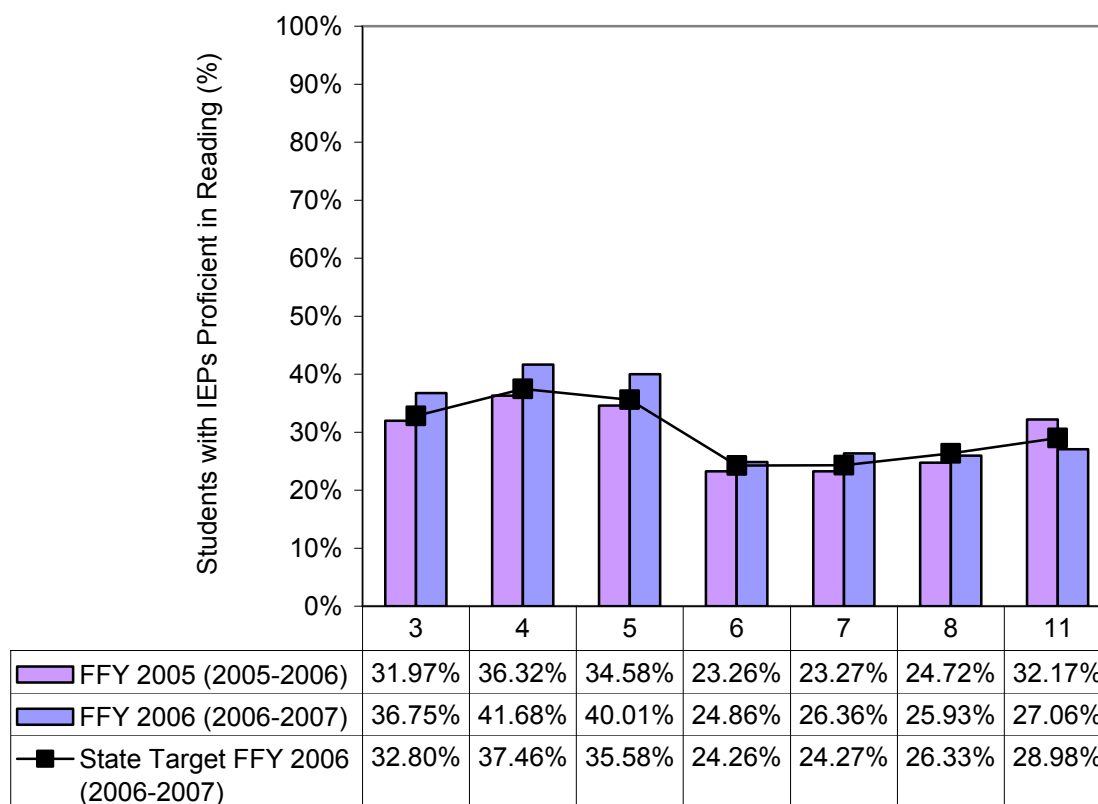


Figure B3.4. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Reading, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), Grades 3-8 and 11. Source. Information Management System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007); Iowa Department of Education AYP Database, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Table B3.4 presents FFY 2006 (2006-2007) reading performance data for children with disabilities regarding: (1) the number of children with IEPs; (2) the number and percent of children proficient in the regular assessment with no accommodations; (3) the number and percent of children proficient in the regular assessment with accommodations; (4) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (5) the number and percent of children proficient in the alternate assessment against alternate achievement standards; (6) the FFY 2006 (2006-2007) total percent of children proficient on regular and alternate assessments; (7) the FFY 2005 (2005-2006) State of Iowa Six-Year Performance Plan performance in reading; (8) the FFY 2006 (2006-2007) State of Iowa target in reading; (9) the State of Iowa six-year target in reading; and (10) the number and percent of children with disabilities who were not assessed in reading for other reasons.

Table B3.4
Performance of Children with Disabilities in Reading, Regular and Alternate Assessment

	Grade						
	3	4	5	6	7	8	11
(a) # of children with IEPs	4280	4858	5009	5060	5405	5751	4977
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);	402 (9.39%)	415 (8.54%)	319 (6.37%)	160 (3.16%)	186 (3.44%)	182 (3.16%)	218 (4.38%)
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);	1090 (25.47%)	1519 (31.27%)	1594 (31.82%)	1047 (20.69%)	1155 (21.76%)	1244 (21.63%)	1070 (21.50%)
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100);	0	0	0	0	0	0	0
(e) # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).	112 2.62%	111 2.28%	122 2.44%	112 2.21%	120 2.22%	107 1.86%	108 2.17%
(f) FFY 2006 (2006-2007) Percent Proficient [(b + c + d + e) divided by (a)].	36.75% ¹	41.68% ¹	40.01% ¹	24.86% ¹	26.36% ¹	25.93% ²	27.06% ²
(g) FFY 2006 (2006-2007) Reading Target	32.97%	37.46%	35.58%	24.26%	24.27%	26.33%	28.98%
(h) Performance from FFY 2005 (2005-2006)	31.97%	36.32%	34.58%	23.26%	23.27%	24.72%	32.17%
(i) Six Year Target	36.97	41.46	39.58	28.26	28.27	30.33	32.98
(j) # of children not assessed for other reasons (percent = ((j/a)*100))	26 (0.61%)	32 (0.66%)	35 (0.70%)	32 (0.63%)	42 (0.78%)	28 (0.49%)	44 (0.88%)

Source. Iowa Department of Education AYP Database, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

¹ Met target for FFY 2006 (2006-2007) ² Did not meet target for FFY 2006 (2006-2007)

In reading, for FFY 2006 (2006-2007), the State of Iowa achieved or exceeded the target established for Grades 3, 4, 5, 6, and 7. The State of Iowa did not make targets established for Grades 8 and 11. Performance in reading for FFY 2006 (2006-2007) improved from performance in reading for FFY 2005 (2005-2006) for all grades, except Grade 11 (from 32.17% proficient to 27.06% proficient).

Figure B3.5 summarizes trend for mathematics performance of students with disabilities from FFY 2005 (2005-2006) to FFY 2006 (2006-2007).

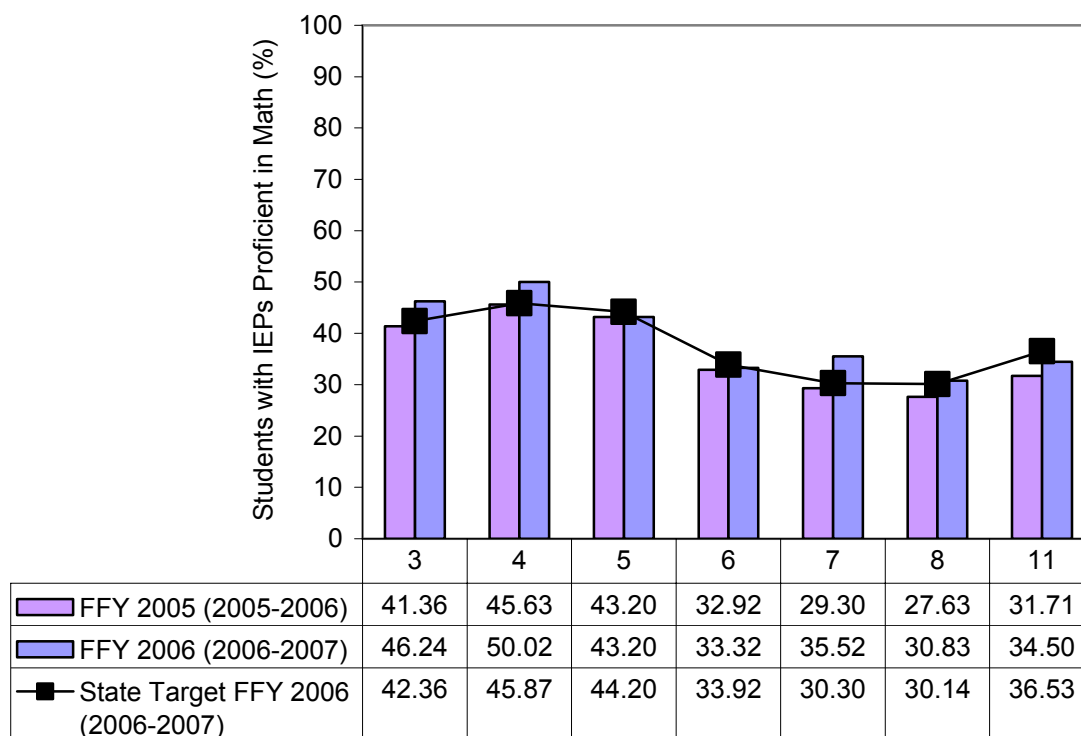


Figure B3.5. Percent of Students with Disabilities Proficient on Regular and Alternate Assessments, Math, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), Grades 3-8 and 11. Source. Information Management System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007); Iowa Department of Education AYP Database, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Table B3.5 presents FFY 2006 (2006-2007) reading performance data for children with disabilities regarding: (1) the number of children with IEPs; (2) the number and percent of children proficient in the regular assessment with no accommodations; (3) the number and percent of children proficient in the regular assessment with accommodations; (4) the number and percent of children proficient in the alternate assessment against grade level achievement standards; (5) the number and percent of children proficient in the alternate assessment against alternate achievement standards; (6) the FFY 2006 (2006-2007) total percent of children proficient on regular and alternate assessments; (7) the FFY 2005 (2005-2006) State of Iowa Six-Year Performance Plan performance in reading; (8) the FFY 2006 (2006-2007) State of Iowa target in reading; (9) the State of Iowa six-year target in reading; and (10) the number and percent of children with disabilities who were not assessed in reading for other reasons.

Table B3.5
Performance of Children with Disabilities in Mathematics, Regular and Alternate Assessment

	Grade						
	3	4	5	6	7	8	11
(a) # of children with IEPs	4280	4858	5009	5060	5405	5751	4977
(b) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);	510 (11.92%)	502 (10.33%)	344 (6.87%)	211 (4.17%)	250 (4.63%)	215 (3.74%)	275 (5.53%)
(c) # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);	1384 (32.34%)	1834 (37.75%)	1714 (34.22%)	1383 (27.33%)	1577 (29.18%)	1469 (25.54%)	1349 (27.10%)
(d) # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100);	0	0	0	0	0	0	0
(e) # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).	85 (1.99%)	94 (1.93%)	106 (2.12%)	92 (1.82%)	93 (1.72%)	89 (1.55%)	93 (1.87%)
(f) FFY 2006 (2006-2007) Percent Proficient [(b + c + d + e) divided by (a)].	46.24% ¹	50.02% ¹	43.20% ²	33.32% ²	35.52% ¹	30.83% ¹	34.50% ²
(g) FFY 2006 (2006-2007) Math Target	42.36	45.87	44.20	33.92	30.30	30.14	36.53
(h) FFY 2005 (2005-2006) Math Performance	41.36	45.63	43.20	32.92	29.30	27.63	31.71
(i) Six-Year Target	46.36	49.87	48.20	37.92	34.30	34.14	40.53
(j) # of children not assessed for other reasons (percent = ((j/a)*100))	30 (0.70%)	40 (0.82%)	40 (0.80%)	40 (0.79%)	51 (0.94%)	53 (0.92%)	50 (1.00%)

Source: Iowa Department of Education AYP Database, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

¹ Met target for FFY 2006 (2006-2007). ² Did not meet target FFY 2006 (2006-2007).

In math, for FFY 2006 (2006-2007), the State of Iowa achieved or exceeded the target established for Grades 3, 4, 7, and 8. The State of Iowa did not make targets established for Grades 5, 6, and 11. Performance in math for FFY 2006 (2006-2007) improved from performance in math for FFY 2005 (2005-2006) for all grades except Grade 5 (where the percentage of proficient students remained unchanged).

Summary of Expected Actions of SEA for Indicator 3

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 3, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC). Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B3.6.

Table B3.6
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status/Next Steps
Verification of data. Data are gathered through Iowa's Project Easier and through Iowa's Special Education Information Management System	Performance data for Iowa districts was available for analysis for Indicator 3A. Participation and performance data on students with IEPs were available for analysis for all LEAs, AEAs, and at the State level.	Annually through FFY 2010 (2010-2011)
Analysis of data to identify concerns. The SEA analyzed the ITP data at the State, AEA and LEA levels and determined that students with IEPs were below target in most grades and most content areas.	State-level reading and math initiatives in the original SPP were reviewed for research base suggesting applicability to students with IEPs, including Collaborative Strategic Reading (CSR), Concept Oriented Reading Instruction (CORI), Question and Answer Relationship (QAR), Second Chance Reading (SCR), the University of Kansas (KU) Content Literacy Continuum, and Every Student Counts. Instructional initiatives such as Collaborative/Consultative Teaching and Instruction Decision Making were also reviewed. The reviews indicated that students with IEPs could benefit from all activities.	Annually through FFY 2010 (2010-2011)
Analysis of data to identify concerns. The SEA facilitated a process by which AEAs were required to complete action plans for improving results around reading and math participation and performance if they did not meet the targets in FFY 2006 (2006-2007).	The SEA provided each AEA with targeted technical assistance throughout the school year. AEAs leadership teams were paired with "critical friends" in the SEA to assist them with data analysis and concerns.	Annually through FFY 2010 (2010-2011)
Analysis of policies, procedures and practices. The Iowa Alternate Assessment was enhanced to more accurately measure student performance.	Data were gathered on the technical adequacy of the assessment.	Ongoing for FFY 2007 (2007-2008). Alternate assessment 2% investigated.

Activity	Measurable Outcomes	Status/Next Steps
<p>Technical assistance. During the 2006/2007 school year, staff from seven middle schools and one elementary school engaged in year two of Collaborative Strategic Reading (CSR) training. In addition, participating schools received on site technical assistance each month by a DE Reading Consultant.</p>	<p>Eleven administrators, 33 teachers and seven consultants from these eight schools met three days over the course of the school year for professional development opportunities focused on deepening the implementation of CSR. SEA staff conducted analyses of ITBS data from participating schools which indicated that reading comprehension scores improved from FFY 2005 (2005-2006) to FFY 2006 (2006-2007). One of 47 students with disabilities improved reading comprehension performance on the Iowa Tests from between the 20th and 40th percentile to above the 41st percentile.</p>	<p>Completed in FFY 2006 (2006-2007). CSR will not be an improvement activity in the FFY 2007 (2007-2008) Iowa Submission (see comments under <i>Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 [2007-2008]</i>).</p>
<p>Technical assistance. During the 2006/2007 school year, staff from 10 schools in five districts engaged in Concept-Oriented Reading Instruction (CORI) training.</p>	<p>Nine administrators, 60 teachers and seven consultants participated in five days of CORI training during the summer, along with five follow-up sessions throughout the school year. Total State-sponsored training days for CORI during the 2006-2007 year was 10 days.</p> <p>SEA staff conducted analyses of ITBS and Stanford Diagnostic Reading Test (SDRT) data from participating schools. SDRT data indicated that, for all students, reading comprehension scores improved from Fall to Spring of FFY 2006 (2006-2007).</p> <p>On the SDRT, 11 of 115 (10%) students with disabilities demonstrated improved performance from Fall-to-Spring. In addition, 20% of students with disabilities scoring below grade level in the Fall demonstrated 2 years' growth or more, as measured by the SDRT, in the Spring.</p> <p>For 87 students, ITBS performance on reading comprehension decreased from FFY 2005 (2005-2006) to FFY 2006 (2006-2007). For students with disabilities, 32 of 114 (28%) were proficient in reading comprehension for FFY 2006 (2006-2007).</p>	<p>Ongoing for FFY 2007 (2007-2008)</p>
<p>Technical assistance. During the 2006/2007 school year, staff from 10 schools in nine districts engaged in Question Answer Relationships (QAR) training.</p>	<p>Ten administrators, 58 teachers and eight consultants participated in four days of QAR training during the summer, along with four follow up sessions throughout the school year. Total State sponsored training days for QAR was eight.</p> <p>SEA staff conducted analyses of ITBS and Stanford Diagnostic Reading Test (SDRT) data from participating schools. For all students, SDRT data indicated that reading comprehension scores improved from Fall to Spring of FFY 2006 (2006-2007).</p> <p>On the SDRT, 3 of 42 (8%) students with disabilities demonstrated improved performance from Fall-to-Spring. In addition, 6 of 42 students (14%) of students with disabilities scoring below grade level in the Fall demonstrated 2 years' growth or more, as measured by the SDRT, in the Spring.</p> <p>There were insufficient ITP data for students with disabilities to compare across FFY 2005 (2005-2006) and FFY 2006 (2006-2007).</p>	<p>Ongoing for FFY 2007 (2007-2008)</p>

Activity	Measurable Outcomes	Status/Next Steps
<p>Technical assistance. During the 2006/2007 school year, staff from 15 middle schools and 23 high schools participated in the Second Chance Reading program (SCR).</p>	<p>26 administrators, 59 teachers and 13 consultants participated in three full days of SCR training during the summer, plus four full days distributed through the school year.</p> <p>SEA staff conducted analyses of ITBS and Stanford Diagnostic Reading Test (SDRT) data from participating schools. SDRT data indicated that reading comprehension scores improved modestly from Fall to Spring of FFY 2006 (2006-2007).</p> <p>On the SDRT, 58 of 566 (11%) students with disabilities demonstrated improved performance from Fall-to-Spring. In addition, of 539 students with disabilities scoring below grade level in the Fall, 172 students (32%) demonstrated 2 years' growth or more, as measured by the SDRT, in the Spring.</p> <p>Thirty students of 82 who were not proficient in FFY 2005 (2005-2006) were proficient in FFY 2006 (2006-2007).</p> <p>On the ITBS, of 188 students with disabilities, 89 (47%) performed at grade level in FFY 2006 (2006-2007). Of 89 students with disabilities who were proficient in FFY 2006 (2006-2007), 40 students (45%) were below proficient in FFY 2005 (2005-2006).</p>	<p>Ongoing for FFY 2007 (2007-2008)</p>
<p>Technical assistance. During the 2006/2007 school year, 68 teachers statewide were trained in the use of the University of Kansas Strategic Instruction Model (KU-SIM).</p>	<p>34 school districts, five private accredited schools, and one alternative high school have implemented one or more Learning Strategies and/or Content Enhancement Routines. One large urban district plans to implement LS and CER district-wide in 2007-2008 and has completed large scale planning for this implementation.</p>	<p>Ongoing for FFY 2007 (2007-2008)</p>
<p>Technical assistance. During the 2006/2007 school year, Cohort 1 schools reported progress data and Cohort 2 schools began implementing Iowa's Reading First program which offers opportunities for the lowest performing schools in Iowa with the highest number and percentage of students in poverty to implement a research-based comprehensive reading program.</p>	<p>For students with disabilities, there were fewer students with IEPs identified as Needing Substantial Intervention in FFY 2006 (2006-2007) from FFY 2005 (2005-2006).</p> <p>In Cohort 1, for students with disabilities, the number of students performing at grade level or above, increased in FFY 2006 (2006-2007) when compared to FFY 2005 (2005-2006). In cohort 2, students with IEPs demonstrated mixed results, some students improving, other students not improving.</p> <p>From FFY 2003 (2003-2004) through FFY 2006 (2006-2007), the gap in reading performance on the ITBS between students without disabilities and students with disabilities narrowed 1% in Grade 3 and 4% in Grade 4.</p> <p>Using all measures in Reading First, the performance gap between students with and without disabilities, on phonemic awareness and phonics, has decreased.</p>	<p>Ongoing for FFY 2007 (2007-2008)</p>

Activity	Measurable Outcomes	Status/Next Steps
Technical assistance. During the 2006/2007 school year, Every Student Counts (ESC) completed Year 3. The strategies taught were: Teaching for Understanding, Problem Based Instructional Tasks (PBIT) and Meaningful Distributed Practice (MDP). The content standard, Probability and Statistics, was the focus for the year. The process standard was Reasoning and Proof.	Ten AEAs provided staff to be trained in implementing strategies for Every Student Counts. 180 school districts. Fifty-three percent of the math teachers employed in these districts (724 of 1327) attended training. One hundred twenty-eight of 161 building principals attended training. Training was done by AEA staff, 4 training days, with an additional 3 hours per month of technical assistance to districts. Teachers implemented an average of 11 meaningful distributed practices in the first semester, an average of 16 distributed practices the second semester. The schools trained represent 32,254 students (28,019 without IEPs and 4,235 with IEPs). Baseline data indicate high levels of proficiency in math for all students (23,946 students proficient, 4,073 students not proficient). Of the students with IEPs, 1,441 were proficient in math, 2,630 were not proficient.	Ongoing for FFY 2007 (2007-2008)
Technical assistance. During the 2006/2007 school year, Math Series I was implemented. The purpose for this series is to learn current pedagogy and methodology for teaching mathematics to students with disabilities.	Using the State's fiber-optic video network, 60 general education teachers, special education teachers, consultants and co-teaching teams, representing 35 sites, were trained in the Solve It! Strategy.	Ongoing for FFY 2007 (2007-2008)
Technical assistance. During the 2006/2007 school year, Year 3 of implementation continued for Cognitively Guided Instruction (CGI), a framework for elementary school teachers to integrate CGI into math instruction.	Fifty-six teachers and administrators attended the first year of training, 19 teachers and administrators attended the advanced training (2 nd year), and 18 teachers and administrators participated in the advance plus training (3 rd year).	Ongoing for FFY 2007 (2007-2008)
Technical assistance. During the 2006/2007 school year, support to AEAs in Instructional Decision Making, was provided. IDM is a state-wide initiative designed to help AEAs and LEAs use summative data to improve instructional efforts.	Each AEA has an IDM team to support school districts use of data in aligning instructional resources. A DVD was distributed that highlighted LEAs with evidence of implementation of IDM principles (universal screening, differentiated instruction, formative decision making). All state-level initiatives in reading and math incorporate principles of IDM in training.	Ongoing for FFY 2007 (2007-2008)
Technical assistance. During the 2006/2007 school year, two state-wide trainings were provided to administrators and teachers (including general and special educators) on collaborative teaching	Over 200 principals and teachers attended training. CSR, ESC, and Math Series I, initiatives described above, incorporated principles of collaborative and consultative teaching, into professional development.	Ongoing for FFY 2007 (2007-2008)
Ongoing monitoring and enforcement as needed. The SEA provides AEAs and LEAs with data on achievement of students with disabilities.	All LEAs and AEAs were notified of determinations status.	Ongoing for FFY 2007 (2007-2008)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows.

On Indicator 3A, the progress is attributed to Iowa's approved Growth Model, in which one year's growth by any subgroup (including students with disabilities) constitutes proficient performance.

On Indicator 3B, performance maintained in FFY 2006 (2006-2007) and no discussion of progress or slippage is warranted.

On Indicator 3C, activities coordinated at the SEA level, with Iowa's AEAs and LEAs, are believed by SEA staff to have impacted the performance indicators. Continued validation and attention to data, (at the SEA, AEA, and LEA levels) have resulted in targeted activities to improve reading and math performance of all students, including students with disabilities.

The decrease in reading performance in Grade 11 in FFY 2006 (2006-2007) from performance of FFY 2005 (2005-2006) may be attributed to: (a) cohort effects or (b) increases in participation rates. Because participation and performance are not mandated at Grades 9, 10, and 12, the cohort effect cannot be studied until students in Grade 8 in FFY 2005 (2005-2006) are tested at Grade 11 (FFY 2008 [2008-2009]).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

After two years of building capacity of the AEAs to lead the work of Collaborative Strategic Reading, the SEA is transferring implementation from the SEA to AEAs, for FFY 2007 (2007-2008). Professional development materials are provided by the SEA in print and video formats for AEAs and LEAs who continue to engage in the work. Hence, for SPP/APR reporting for FFY 2007 (2007-2008), CSR will not be included.

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B3.7. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008), and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B3.6 will continue in FFY 2007 (2007-2008), and are not listed in Table B3.7).

Table B3.7
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Technical Assistance. The AEA Chief Administrators and Joint Directors have identified that performance of students with disabilities and students of poverty warrants examination of kinds of instructional supports being provided to students with IEPs and from impoverished backgrounds.	Iowa Department of Education cross-bureau team, AEA joint directors, AEA staff	July 1, 2007 – June 30, 2008	An articulated vision for student achievement for all students, identification of LEAs exceeding State targets for IEP and SES, site visits to those AEAs, a searchable database of state-wide initiatives, resources needed to implement the initiative, research-base, effect, and cost.

Iowa 618 Table 6 FFY 2006 (2006-2007)

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 1 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IASECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4280	34540
4	4858	34245
5	5009	34329
6	5060	34576
7	5405	35971
8	5751	37031
HIGH SCHOOL (SPECIFY GRADE:) 11	4977	38447

¹At a date as close as possible to the testing date.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 2 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	4035	2791		0
4	4603	3458		0
5	4748	3746		0
6	4821	3896		0
7	5119	4154		0
8	5453	4442		0
HIGH SCHOOL : 11	4709	3693		0

¹ This column is gray because it does not apply to the math assessment. Do not enter data in this column.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment, students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 4 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	215	0	215	0	0
4	215	0	215	0	0
5	221	0	221	0	0
6	199	0	199	0	0
7	235	0	235	0	0
8	245	0	245	0	0
HIGH SCHOOL : 11	218	0	218	0	0

¹ NCLB 1% cap is the limit on the number of scores on an alternate assessment on alternate achievement standards that can be counted as proficient AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and/or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 5 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB		
		STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3		0	30	0
4		0	40	0
5		0	40	0
6		0	40	0
7		0	51	0
8		0	53	0
HIGH SCHOOL : 11		0	50	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 6 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 08/31/2009
STATE: IA

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Not Proficient	Proficient								9A ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	ITBS	2000	2035	0	0	0	0	0	0	0	4035
4	ITBS	2085	2518	0	0	0	0	0	0	0	4603
5	ITBS	2546	2202	0	0	0	0	0	0	0	4748
6	ITBS	3120	1701	0	0	0	0	0	0	0	4821
7	ITBS	3159	1960	0	0	0	0	0	0	0	5119
8	ITBS	3651	1802	0	0	0	0	0	0	0	5453
HIGH SCHOOL : 11	ITED	2962	1747	0	0	0	0	0	0	0	4709

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 7 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007
STATE: IA

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME										9B ROW TOTAL ¹
		Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement standards.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 8 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 08/31/2009
STATE: IA

2006-2007

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Not Proficient	Proficient								9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3		130	85	0	0	0	0	0	0	0	215
4		121	94	0	0	0	0	0	0	0	215
5		115	106	0	0	0	0	0	0	0	221
6		107	92	0	0	0	0	0	0	0	199
7		142	93	0	0	0	0	0	0	0	235
8		156	89	0	0	0	0	0	0	0	245
HIGH SCHOOL : 11		125	93	0	0	0	0	0	0	0	218

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 9 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 6) ¹	TOTAL FOR COLUMN 9B (ON PAGE 7) ¹	TOTAL FOR COLUMN 9C (ON PAGE 8) ¹	NO VALID SCORE ^{1,2} (10)	TOTAL ^{1,3} (11)
3	4035	0	215	30	4280
4	4603	0	215	40	4858
5	4748	0	221	40	5009
6	4821	0	199	40	5060
7	5119	0	235	51	5405
8	5453	0	245	53	5751
HIGH SCHOOL : 11	4709	0	218	50	4977

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FOR ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the sum of the number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 10 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	4280	34540
4	4858	34245
5	5009	34329
6	5060	34576
7	5405	35971
8	5751	37031
HIGH SCHOOL (SPECIFY GRADE:)	11	4977
		38774

¹At a date as close as possible to the testing date.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 11 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			
	TOTAL (3)	SUBSET (OF 3) WHO TOOK THE ASSESSMENT WITH ACCOMMODATIONS (3A)	LEP STUDENTS IN US < 12 MONTHS WHOSE ENGLISH PROFICIENCY TEST REPLACED REGULAR READING ASSESSMENT (3B) ¹	SUBSET (OF 3) WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C)
3	4039	2765	0	0
4	4611	3435	0	0
5	4753	3738	0	0
6	4829	3874	0	0
7	5127	4134	0	0
8	5478	4445	0	0
HIGH SCHOOL : 11	4716	3679	0	0

¹Report those LEP students who, at the time of the reading assessment, were in the United States for less than 12 months and took the English proficiency test in place of the regular reading assessment.

²Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 13 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				
	TOTAL (4)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (4A)	SUBSET (OF 4) WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATIVE ACHIEVEMENT STANDARDS (4B)	SUBSET (OF 4B) COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB 1% CAP ¹ (4C)	SUBSET (OF 4) WHOSE ASSESSMENT RESULTS WERE INVALID ² (4D)
3	215	0	215	0	0
4	215	0	215	0	0
5	221	0	221	0	0
6	199	0	199	0	0
7	236	0	236	0	0
8	245	0	245	0	0
HIGH SCHOOL : 11	217	0	217	0	0

¹ NCLB 1% cap is the limit on the number of scores on an alternate assessment on alternate achievement standards that can be counted as proficient AYP calculations. If in 2006-07 your state had an approved exception to the 1% cap as indicated in Section A, use your 2006-07 adjusted cap rather than 1% when determining the number of students that must be counted in the lowest achievement level.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly) or changes in testing materials that resulted in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 14 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007

2006-2007

STATE: IA

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WHO DID NOT TAKE AN ASSESSMENT IN ACCORDANCE WITH NCLB			
	STUDENTS WHO TOOK AN OUT OF LEVEL TEST (5)	STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
		PARENTAL EXEMPTION (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS ¹ (8)
3		0	26	0
4		0	32	0
5		0	35	0
6		0	32	0
7		0	42	0
8		0	28	0
HIGH SCHOOL : 11		0	44	0

¹ In a separate listing, report the number of students exempted for other reasons by grade and specific reason.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 15 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 08/31/2009
STATE: IA

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

REGULAR ASSESSMENT ON GRADE LEVEL (9A)											
GRADE LEVEL	TEST NAME	Not Proficient	Proficient	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9A ROW TOTAL ¹
		Achievement Level	Achievement Level								
3	ITBS	2446	1593	0	0	0	0	0	0	0	4039
4	ITBS	2531	2080	0	0	0	0	0	0	0	4611
5	ITBS	2712	2041	0	0	0	0	0	0	0	4753
6	ITBS	3545	1284	0	0	0	0	0	0	0	4829
7	ITBS	3685	1442	0	0	0	0	0	0	0	5127
8	ITBS	3950	1528	0	0	0	0	0	0	0	5478
HIGH SCHOOL : 11	ITED	3327	1389	0	0	0	0	0	0	0	4716

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3B and 3C.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 16 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007
STATE: IA

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B)											
GRADE LEVEL	TEST NAME	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	9B ROW TOTAL ¹
3		0	0	0	0	0	0	0	0	0	0
4		0	0	0	0	0	0	0	0	0	0
5		0	0	0	0	0	0	0	0	0	0
6		0	0	0	0	0	0	0	0	0	0
7		0	0	0	0	0	0	0	0	0	0
8		0	0	0	0	0	0	0	0	0	0
HIGH SCHOOL : 11		0	0	0	0	0	0	0	0	0	0

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

¹ The total number of students reported by achievement level in 9B is equal to the number reported in Column 4A minus that portion of 4D that refers to invalid results from assessments scored against grade level achievement

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 17 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 08/31/2009
STATE: IA

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C)											
GRADE LEVEL	TEST NAME	Not Proficient	Proficient								9C ROW TOTAL ²
		Achievement Level ¹	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	Achievement Level	
3	la. Alternate Assess.	103	112	0	0	0	0	0	0	0	215
4	la. Alternate Assess.	104	111	0	0	0	0	0	0	0	215
5	la. Alternate Assess.	99	122	0	0	0	0	0	0	0	221
6	la. Alternate Assess.	87	112	0	0	0	0	0	0	0	199
7	la. Alternate Assess.	116	120	0	0	0	0	0	0	0	236
8	la. Alternate Assess.	138	107	0	0	0	0	0	0	0	245
HIGH SCHOOL : 11	la. Alternate Assess.	109	108	0	0	0	0	0	0	0	217

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT:

Proficient

¹ Include all students whose assessment counted in the lowest achievement level because of the NCLB 1% cap.

² The total number of students reported by achievement level in 9C is to equal the number reported in column 4B minus that portion of 4D that refers to invalid results from assessments scored against alternate achievement standards.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 6
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 18 OF 18
OMB NO. 1820-0659
FORM EXPIRES: 09/30/2007
STATE: IA

2006-2007

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	TOTAL FOR COLUMN 9A (ON PAGE 15)	TOTAL FOR COLUMN 9B (ON PAGE 16)	TOTAL FOR COLUMN 9C (ON PAGE 17)	NO VALID SCORE ² (10)	TOTAL ³ (11)
3	4039	0	215	26	4280
4	4611	0	215	32	4858
5	4753	0	221	35	5009
6	4829	0	199	32	5060
7	5127	0	236	42	5405
8	5478	0	245	28	5751
HIGH SCHOOL : 11	4716	0	217	44	4977

¹ STATES SHOULD NOT REPORT DATA ON THIS PAGE. THESE DATA WILL BE CALCULATED FROM THE REPORTED DATA AFTER THE COUNTS ARE SUBMITTED. PLEASE REVIEW FC ERRORS.

² Column 10 is calculated by summing the numbers reported in column 3B plus column 3C plus column 4D plus column 5 plus column 6 plus column 7 plus column 8.

³ Column 11 should equal the number of students with IEPs reported in column 1 of Section A. If the number of students is not the same, provide an explanation. Column 11 should always equal the : number of students reported in columns 3 plus column 4 plus column 5 plus column 6 plus column 7 plus column 8.

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IA

Which assessment

Reasons for Exception

[illegible]

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IA

Which assessment

Discrepancies

[illegible]

COMMENTS

REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: IA

Proficient = Scores 41% and above.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by SEA staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, and the Iowa Department of Education staff.

In the OSEP Response Letter to Iowa for FFY 2005 (2005-2006), OSEP reported Iowa's status on Indicator 4 as:

The State's FFY 2005 reported data for this indicator are 2.2%. The State did not meet its FFY 2005 target of 1.5%.

OSEP's Analysis and Next Steps for Iowa included:

The State revised the definition of significant discrepancy and its method of calculating discrepancy for this indicator in its SPP. Therefore, OSEP cannot determine whether there has been slippage from the State's baseline data of 1.5%. The State indicated that it reviewed, and if appropriate revised (or required the affected local educational agencies (LEAs) to revise) the policies, procedures and practices of the eight districts identified with significant discrepancies in FFY 2004, but did not indicate that the review, and if appropriate revision covered policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with Part B of the IDEA, as required by 34 CFR §300.170(b). The State must demonstrate in the FFY 2006 APR that when it identified significant discrepancies it has reviewed, and if appropriate revised (or required the affected LEAs to revise) policies, procedures and practices relating to each of the following topics: development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards

In this APR, Iowa will: (a) report actual target data, (b) address how the State reviewed policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with Part B of the IDEA as required by 34 CFR §300.170(b), (c) report on improvement activities and explain progress or slippage, and (d) justify any changes to targets or improvement activities.

Performance on Indicator 4B is not required to be reported per instructions from OSEP. Measurement and targets on 4B are not included in this APR submission.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after Feb 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: FAPE in the LRE

Indicator 4(A): Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

(20 U.S.C. 1416 (a)(3)(A))

The following measurement was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by # of districts in the State times 100.

Include State's definition of "significant discrepancy."

The provision of the percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities is a performance indicator. Therefore, each State was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable rigorous targets ranging from 1.5% to 1% of districts identified as having significant discrepancy in suspensions and expulsions for the six-year State Performance Plan. The SEA's definition of significant discrepancy is 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Out-of-school suspension is defined as an "administrative or school board removal of a student from school classes or activities for disciplinary reasons." An expulsion is defined as "a school board removal of a student from school classes and activities for disciplinary reasons," (Collecting and Reporting Juvenile Incident and Discipline Data in Iowa Schools, 2005).

Percent of districts with significant discrepancy is calculated by (1) identifying districts above 2% of the SEA's rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, (2) dividing the number of districts with this significant discrepancy by the total number of districts in the State, and (3) multiplying by 100. This calculation is also used at the AEA level.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	A. 1.5% or less of districts are identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

Actual Target Data for FFY 2006 (2006-2007):

Table B4.1 contains actual numbers used to address the measurement for Indicator B4A.

Table B4.1
SEA Actual Numbers used in Calculation of Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions.

Description	Number
(a) Number of students with IEPs enrolled, ages 6-21	65,195
(b) Number of Students with IEPs suspended or expelled for greater than 10 days	684
(c) State average percent of students with IEPs suspended or expelled for greater than 10 days ($c = b/a * 100$)	1.05
(d) Threshold for significant discrepancy = state average + 2.00% (Percent = $c+2.00$)	3.05
(e) Number of districts with an average suspension/expulsion rate greater than the threshold (d)	11
(f) Total number of districts	365
(g) B4 Percent = $e/f*100$	3.01

Source. Iowa Department of Education Project EASIER Tables, FFY 2006 (2006-2007)

Figure B4.1 depicts suspension and expulsion data for FFY 2006 (2006-2007) as the percent of districts identified as having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

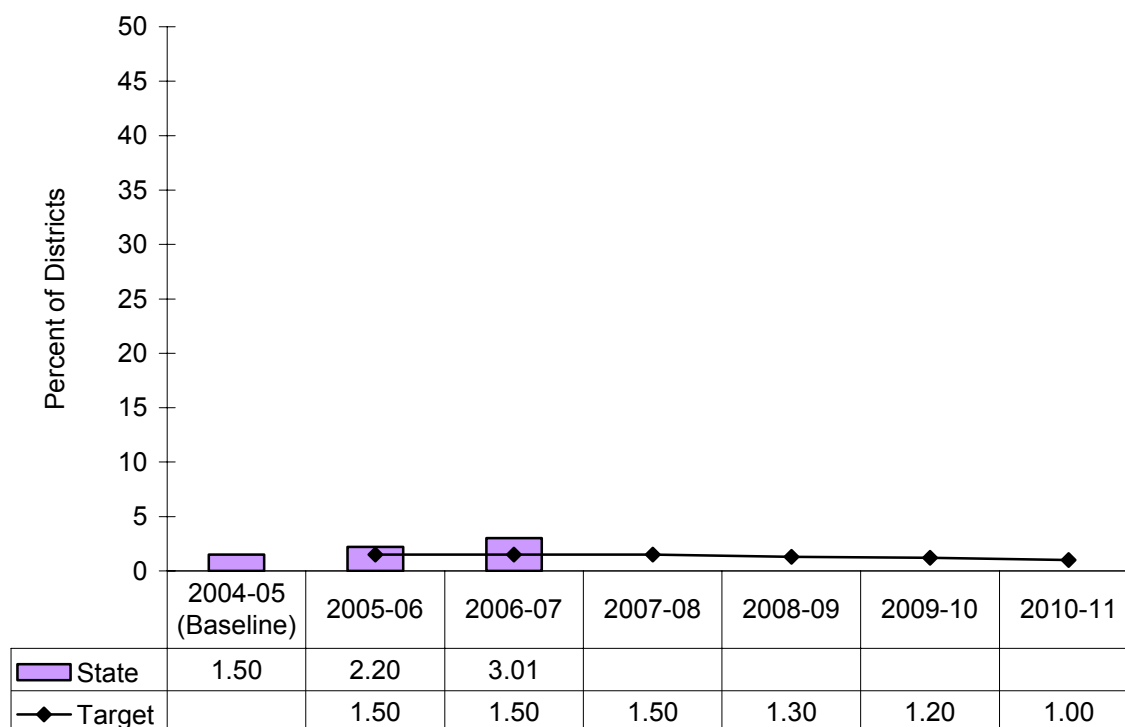


Figure B4.1. SEA Percent of Districts Identified with Significant Discrepancy of Suspensions and Expulsions and the SEA Target. Source. Iowa Department of Education Project EASIER Tables, FFY 2006 (2006-2007).

Figure B4.1 shows the SEA did not meet the FFY 2006 (2006-2007) target of 1.50 percent of districts having a significant discrepancy of 2% above the State average in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, with the actual target data being 3.01% of districts. Performance in FFY 2006 (2006-2007) represents a decline from performance obtained in FFY 2005 (2005-2006).

State Review of Policies, Procedures, and Practices Relating to the Development and Implementation of IEPs, the Use of Positive Behavioral Interventions and Supports, and Procedural Safeguards to Ensure Compliance with Part B of the IDEA as Required by 34 CFR §300.170(b)

In response to the OSEP Analysis/Next Steps, during the Summer and Fall of FFY 2007 (2007-2008), the SEA developed a protocol for review of policies, procedures, and practices related to use of positive behavior interventions and supports.

The protocol used desk audits, document review, and interviews, for determining appropriateness of practices in the identified schools. The instructions to schools for completing the protocol are included at the conclusion of Indicator B4.

Alignment of Findings Found in Indicator B4 with Indicator B15 (General Supervision).

Data included in Indicator B15 for the FFY 2006 (2006-2007) APR are the result of SEA review of LEA APR data from FFY 2005 (2005-2006) and FFY 2006 (2006-2007). A review protocol was not used to generate these findings, and timely correction was inferred if LEAs were able to correct performance on Indicator B4 within one year to levels at or below the State identification threshold for the suspension and expulsion of students with IEPs for greater than 10 days.

In Fall of FFY 2007 (2007-2008), the process for reviewing policies, procedures, and practices as required by 34 CFR §300.170(b) was applied to districts with significant discrepancy of 2.00% above the State average in suspensions and expulsions for greater than 10 days using the FFY 2005 (2005-2006) data. While the data reviewed were from FFY 2005 (2005-2006), findings of noncompliance (summarized below) were not made until FFY 2007 (2007-2008), and data on findings made as the result of this review and timely correction will not be included with Indicator 15 until FFY 2007 (2007-2008) (submitted with the FFY 2008 [2008-2009] APR).

Relevant to the FFY 2006 (2006-2007) APR submission, data for schools from FFY 2006 (2006-2007) were available in January 2008. The districts with significant discrepancy of suspension and expulsion in FFY 2006 (2006-2007) have been identified, and these districts have been factored into calculations for Iowa's performance on Indicator B4, reported in Figure B4.1. The review of policies, procedures, and practices, required in 34 CFR §300.170(b) will be applied to districts identified using the FFY 2006 (2006-2007) data by June 30, 2008. Findings of noncompliance, if any, and of timely correction, will be included in Indicator B15 in FFY 2008 (2008-2009).

Review of Policies, Procedures, and Practices as Required Under 34 CFR §300.170(b).

As required under 34 CFR §300.170(b), during the Fall of FFY 2007 (2007-2008), the Bureau of Student and Family Support Services at the Iowa Department of Education conducted reviews of policies, procedures, and practices for Iowa school districts exceeding the State's average by 2% or more in the area of Suspensions and Expulsions for students with IEPs for greater than 10 days. The data used to identify schools were the data reported for Indicator B4 for the FFY 2005 (2005-2006) APR and the data upon which OSEP commented in FFY 2006 (2006-2007) in the OSEP Response Table for Iowa. The review process, which was not accurately reported on in the FFY 2005 (2005-2006) APR submission, was applied only to data from FFY 2005 (2005-2006), because data for reporting on FFY 2006 (2006-2007) were not available to the SEA for analysis until December 2007. The data verification process used by the SEA delayed the availability of the data. While the SEA had sufficient data from FFY 2006

(2006-2007) to calculate the actual target data for FFY 2006 (2006-2007), the SEA could not complete the review of schools identified as discrepant from the State average in suspensions and expulsions of students with IEPs exceeding 10 days by February 1, 2008. The review will be completed by June 2008. Results of the review will be summarized in the FFY 2007 (2007-2008) APR submission for Indicator B4, and findings made will be reported in the FFY 2008 (2008-2009) submission for Indicator B15.

The three-tiered review process developed by the SEA included:

- (1) **File review of individual students with IEPs with greater than 10 days of suspension/expulsion** - The file review was designed to determine the appropriate development and implementation of individual student IEPs, the use of positive behavioral supports, and procedural safeguards. For each identified district, 20% of IEP files of students suspended/expelled for greater than 10 days were reviewed. For districts with 10 or less students with IEPs suspended/expelled for greater than 10 days, all files were reviewed.
- (2) **Written interview question protocol** – The written interview question protocol was designed to determine the appropriate development and implementation of individual student IEPs, the use of positive behavioral supports, and procedural safeguards. For each identified district, all administration, 10% of all special education and general education staff, and all Area Education Agency special education consultants were interviewed.
- (3) **Formal document review** - The document review was designed to review and align policies across the following school documents: school board policies, student handbook and District Career Development Plan. The review was conducted to assure policies and practices are aligned and compel students to remain in school.

Table B4.2 summarizes compliance requirements for Indicator B4. The compliance areas reviewed were: (a) *Other Provisions Required for State Eligibility, Suspension and Expulsion Rates, Review and Revision of Policies* (34 CFR § 300.170[b]), (b) *Prior Notice by the Public Agency; Content of Notice* (34 CFR § 300.503), and (c) *Discipline Procedures, Authority of School Personnel* (34 CFR § 300.530).

Table B4.2
Findings for Indicator B4, FFY 2005

Compliance Requirement	Number of Programs Monitored	Number of Programs Reviewed	Number of Findings
<i>Review and Revision of Policies</i> 34 CFR § 300.170[b]	365	8	6
<i>Prior Notice by the Public Agency</i> 34 CFR § 300.503	365	8	7
<i>Authority of School Personnel</i> 34 CFR § 300.530	365	8	8

Source. Iowa's Project EASIER FFY 2005 (2005-2006) and Indicator B4 Review Protocol FFY 2007 (2007-2008).

Note: Data on findings referenced in Table B4.1 based on the review protocol using FFY 2005 (2005-2006) data will not appear in Indicator B15 until the FFY 2008 (2008-2009) submission of the APR as findings were not made until FFY 2007 (2007-2008).

Under *Other Provisions Required for State Eligibility, Suspension and Expulsion Rates, Review and Revision of Policies* (34 CFR § 300.170 [b]), 365 programs were monitored, eight programs were identified for review, and six findings of noncompliance were made using FFY 2005 (2005-2006) data. Corrective action required of districts for each finding include review and revision of policies, procedures and practices relating to the development and implementation of IEPs; the use of positive behavioral

interventions and supports; use of procedural safeguards. Corrective actions must be implemented within 45-days of receipt of notice of noncompliance from the SEA.

Under *Prior Notice by the Public Agency; Content of Notice* (34 CFR § 300.503), 365 programs were monitored, eight programs were identified for review, and seven findings of noncompliance were made using FFY 2005 (2005-2006) data. Corrective action required of districts for each finding include developing a procedure for giving parents prior written notice for students involved in change of placements consistent with the discipline provisions of IDEA 2004. Corrective actions must be implemented within 45-days of receipt of notice of noncompliance from the SEA.

Under *Authority of School Personnel* (34 CFR § 300.530), 365 programs were monitored, eight programs were identified for review, and eight findings of noncompliance were made using FFY 2005 (2005-2006) data. Corrective action required of districts for each finding include review and revision of policies, procedures and practices relating to the discipline provisions of IDEA 2004. Corrective actions must be implemented within 45-days of receipt of notice of noncompliance from the SEA.

Findings of noncompliance must be corrected with one year to be considered corrected in a timely manner. For reporting purposes, timely correction for findings reported above will be included in the FFY 2008 (2008-2009) APR Submission of Indicator B15, due February 1, 2010.

Summary of Corrective Actions of SEA for Indicator 4

In the Response Letter to Iowa for the FFY 2005 (2005-2006) APR, OSEP provided specific instructions to Iowa to correct Indicator 4. Most of the corrective actions have been discussed in the text above. However, for clarity, each required action, and the corrective action, is presented in Table B4.3.

Table B4.3
Side-by-Side of OSEP Instruction in FFY 2005 Response Letter to Iowa,
and Iowa Corrective Action Even Though Corrective Action Occurred in FFY 2007 (2007-2008)

<i>OSEP Instruction</i>	<i>Iowa Corrective Action</i>
<i>The State revised the definition of significant discrepancy and its method of calculating discrepancy for this indicator in its SPP. Therefore, OSEP cannot determine whether there has been slippage from the State's baseline data of 1.5%.</i>	The calculation applied to data from FFY 2006 (2006-2007) is consistent with the calculation applied in FFY 2005 (2005-2006), allowing for cross-year comparisons.
<i>The State indicated that it reviewed, and if appropriate revised (or required the affected local educational agencies (LEAs) to revise) the policies, procedures and practices of the eight districts identified with significant discrepancies in FFY 2004, but did not indicate that the review, and if appropriate revision covered policies, procedures and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with Part B of the IDEA, as required by 34 CFR §300.170(b).</i>	The State did not review policies, procedures, and practices of the eight districts identified in FFY 2004. While the review cannot be completed henceforth because 2 years have passed from the FFY 2004 reporting, the State has implemented a process for reviewing policies, procedures, and practices relating to the development of IEPs, the use of positive behavioral interventions, and procedural safeguards, as described in the body of text for Indicator B4.

OSEP Instruction	Iowa Corrective Action
<p><i>The State must demonstrate in the FFY 2006 APR that when it identified significant discrepancies it has reviewed, and if appropriate revised (or required the affected LEAs to revise) policies, procedures and practices relating to each of the following topics: development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.</i></p>	<p>The results of the review protocol are summarized in Table B4.1. The data summarized are from programs identified using data from FFY 2005 (2005-2006), and findings were not determined until FFY 2007.</p> <p>Data from FFY 2006 (2006-2007) were available for calculation of actual target data for FFY 2006 (2006-2007). However, the data were available in December of 2007. Eleven schools exceeded the State's average by more than 2% in the area of Suspensions and Expulsions for students with IEPs for greater than 10 days. The review protocol will be applied to the 11 schools by June of 2008.</p> <p>Results of the review of 11 schools required under 34 CFR § 300.170 (b) will be reported under Indicator B4 in the FFY 2007 (2007-2008) APR submission, and findings (and timely correction) (if any), will be included in Indicator B15 in the FFY 2008 (2008-2009) APR.</p>

Source: OSEP Letter to Iowa. Iowa APR for FFY 2006 (2006-2007), Iowa SPP for FFY 2006-2010 (2006-2011).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B4.4.

Table B4.4
Improvement Activities Completed for FFY 2006 (2006-2007)

Improvement Activity	Measurable Outcomes	Status / Next Steps
Verification of data. Data were verified within the Project EASIER system.	Improved accuracy of suspension and expulsion data.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011).
Analysis of data to identify concerns. Suspension and expulsion data, as well as progress Monitoring/outcome data from School-wide Positive Behavioral Supports, and the Challenging Behavior Project, were analyzed with the following key stakeholders: Special Education Advisory Panel, SEA Staff, and the Iowa Behavioral Alliance.	Stakeholders determined that (1) School-wide Positive Behavioral Supports (SWPBS) efforts and the Challenging Behavior Project should continue based on current State results, and (2) more supports should be in place for schools working with high needs students such as the development of appropriate behavioral intervention plans, and mental health supports.	Completed for FFY 2006 (2006-2007) and annually.
Analysis of Policies, Procedures and Practices. The District Review for Suspension and Expulsion based on FFY 2005 (2005-2006) data was completed. It involved the review and revision of policies, procedures and practices across three areas: (1) the development and implementation of IEPs, (2) the use of positive behavioral interventions and supports, and (3) procedural safeguards. Districts identified as noncompliant in the area of suspension/expulsion participated in a three-tiered review process which includes: (1) a formal document review; (2) a file review of individual students with IEPs who have had more than 10 days of suspension/expulsion; and (3) a written interview question protocol completed by LEA administrators, LEA general and special education teachers, and AEA support staff.	The State of Iowa has complied with instructions received in the Iowa Part B FFY 2005 SPP/APR Response Table received from OSEP.	Completed in FFY 2006 (2006-2007) using FFY 2005 (2005-2006) data per Iowa Part B FFY 2005 SPP/APR Response Table received from OSEP.
Technical assistance. The Challenging Behavior Project provides comprehensive services for children with developmental disabilities who need consultation regarding significant behavioral needs. This service helps children, families and schools find effective ways to manage behavioral difficulties. The SEA provides funds to Center for Disabilities and Development for consultation to assist specific students, as well as for training opportunities to build and maintain the skills of parents, and school teams who serve students with challenging behaviors.	Activities in FFY 2006 (2006-2007) included 253 direct student consultations for services as described above. The number of students served increased by 73%. The number of consultations via ICN and/or onsite increased by over 100% to support administrator/staff understanding of how to address challenging behaviors within the school and residential settings. Further, all 14 information kits, <i>Information-in-a-Box</i> , were updated to reflect the most current information and research in their respective fields.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011).

Improvement Activity	Measurable Outcomes	Status / Next Steps
<p>Technical assistance. In FFY 2006 (2006-2007) the second cohort of eight schools began Year 4 of training on School-Wide Positive Behavioral Supports, the third cohort of 22 schools began Year 3, a fourth cohort of 25 schools began Year 2, and a fifth cohort of 19 schools began training in school-wide positive behavior supports. 6 regional trainings were conducted to support the infrastructure at the AEA and LEA level. Further, the Alliance trained 17 individuals as SW-PBS team trainers and 22 individuals as facilitators for the School Wide Information System (SWIS), the electronic database used by the schools to track behavioral data.</p>	<p>PBS sites experienced an increase of 563 hours of administrator hours (94 days) and 1,126 instructional hours (188 days). The data indicate that schools are implementing SWPBS with fidelity with treatment fidelity scores well above 80% in implementation years 2 and 3. First-year treatment fidelity scores are somewhat lower at 73%, however, this is to be expected, as several tasks first must be addressed, such as the development of a SWPBS team, discipline policy, School-wide Information Systems (SWIS) training, and behavior expectation curriculum. First-year implementation scores below 80% are also reflected in the literature on Positive Behavioral Supports. Results indicate significant difference in suspension/expulsion rates for participating schools.</p>	<p>Schools in Iowa are increasingly interested in adopting PBS, as participation has grown from just under 200 participants in 2001-2002, to over 3,000 interested teachers, administrators, staff, and parents. School participation with Iowa Behavior Alliance-sponsored training has increased more than 9-fold, from the eight original demonstration sites to the current 73 school sites. In addition, 65 independent sites are collaborating with the Alliance to adopt SWPBS.</p> <p>Therefore, SWPBS will be an ongoing activity for FFY 2007 (2007-2008) and evaluated annually.</p>
<p>Ongoing monitoring and enforcement as needed. The SEA uses suspension and expulsion data in making annual LEA determinations.</p>	<p>All LEAs were notified of determinations status. 11 school districts were found to be in need of an LEA Review for Suspensions and Expulsions using data from FFY 2006 (2006-2007).</p>	<p>Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011).</p>

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows.

The State percent of districts identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year increased from 2.20% in FFY 2005 (2005-2006) to 3.01% in FFY 2006 (2006-2007). This .79% increase, from eight districts to 11 districts, is attributed to the inclusion of in-school suspension data in the calculation of total suspension and expulsion rates. Prior to FFY 2006 (2006-2007) Iowa's data system did not allow for the collection of valid and reliable data on in-school suspensions.

Per the Part B State Performance Plan questions and answers (revised 11/23/05), and the OSEP SPP/APR conference call held on 12/13/2007, SEAs are required to report for Indicator B4 specifics around correction of noncompliance identified in FFY 2005:

1. What analysis was conducted to determine where noncompliance was occurring?
 2. Why was noncompliance occurring?
 3. What changes in policies, procedures and practices were determined necessary?
 4. How does the State know that timely correction occurred?
 5. If timely correction did not occur, what enforcement actions were taken by the State?
1. The SEA uses data from Project EASIER to track the number of students with IEPs suspended and expelled for greater than 10 days by district to determine (a) the statewide rate of suspensions and expulsions, and (b) district rates of suspensions and expulsions. The percent of districts with significant discrepancy was then calculated by (1) identifying districts 2% or above the SEA's rate of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, (2) dividing the number of districts with this significant discrepancy by the total number of districts in the State, and (3) multiplying by 100.

2. For data from FFY 2005 (2005-2006), districts were considered noncompliant in this area if the district's rate of suspension/expulsion of students with IEPs for greater than 10 days exceeded the State average by 2% or more.
3. For FFY 2005 (2005-2006), the Indicator B4 review protocol was not in place. It has since been developed and implemented retroactively using FFY 2005 (2005-2006) data, and will be used for the duration of the SPP.
4. In the absence of a review protocol, districts were determined to have corrected noncompliance identified in FFY 2005 (2005-2006), if FFY 2006 (2006-2007) data showed that the district no longer exceeded the State average for the suspension/expulsion of students with IEPs for greater than 10 days by 2% or more. In FFY 2005 (2005-2006), eight findings of noncompliance were made, one in each district. In FFY 2006 (2006-2007), five of eight findings were corrected.
5. In FFY 2006 (2006-2007), no enforcement actions were taken by the SEA based on FFY 2005 (2005-2006) data. The B4 review protocol has since been implemented, however, using FFY 2005 (2005-2006) data (as reported in Table B4.1), and enforcement actions will be required for noncompliance that has been identified and is currently being corrected.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B4.5. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B4.4 will continue in FFY 2007 (2007-2008), and are not listed in Table B4.5).

Table B4.5
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Analysis of data to identify concerns. Progress Monitoring and outcome data will be analyzed with the following key stakeholders: Special Education Advisory Panel, the Resource Management Leadership Team, and SEA Staff.	2 SEA staff members	January 1, 2008 – June 30, 2008	Revisions to SEA and AEA action plans around suspensions and expulsions.
Analysis of data to identify concerns. Resource Management Leadership Team will be developed to further State level efforts in supports for learning for all children/youth.	2 SEA staff members, 30 individuals representing various State and public agencies	December 1, 2007 – June 30, 2008	Team members will be identified and team will have data to analyze for areas in need of additional support.
Analysis of data to identify concerns. Analysis of necessary systems and development of pilot for Mental Health Wrap-Around Services.	2 SEA staff members	November 1, 2007 – June 30, 2008	Determination of necessary systems and planning of pilot study.
Analysis of policies, procedures and practices. Refinement of LEA Review process for suspensions and expulsions relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.	2 SEA staff members	January 1, 2008 – June 30, 2008	Revisions by June 30, 2008.
Analysis of policies, procedures and practices. Apply revised protocol in review of 11 LEAs determined to be in need of review of policies, procedures and practices under 34 CFR § 300.170 (b)	2 SEA staff members	January 1, 2008 – June 30, 2008	Reviews completed by June 30, 2008.
Technical Assistance. The following technical assistance will be developed, (1) Conducting Functional Behavioral Assessments and developing aligned Behavioral Intervention Plans, (2) Discipline procedures, (3) Documentation/application of Manifestation Determination, (4) Implementation of Positive behavioral interventions and supports and crises plans.	2 SEA staff members	January 1, 2008 – June 30, 2008	Technical Assistance materials developed and piloted – full implementation in 2008-2009 year.

State of Iowa Department of Education

LEA Review for Suspension and Expulsion

September, 2007

Bureau of Student and Family Support Services

Iowa Department of Education



Discipline – Suspension and Expulsion

Suspension and expulsion rates refers to the number of students with disabilities suspended or expelled for greater than 10 days. Out-of-school suspension is, “instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less, as well as removals in which the child continues to receive services according to his/her IEP.”

Expulsion is, “an action taken by the district removing a child from his/her regular school for disciplinary purposes for the remainder of the school year or longer in accordance with district policy. Includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365.” (OSEP Data Fact Sheet-Discipline: October 2006).

Reviewing Suspension and Expulsion

There are three areas for reviewing suspension and expulsion involving the review and revision of policies, procedures and practices: (1) the development and implementation of IEPs, (2) the use of positive behavioral interventions and supports, and (3) procedural safeguards.

Districts identified as noncompliant in the area of suspension/expulsion will participate in a three-tiered review process which includes: (1) a formal document review; (2) a file review of individual students with IEPs who have had 10 or more days of suspension/expulsion; and (3) written interview question protocol to be completed by LEA administrators, LEA general and special education teachers, and AEA support staff.

Three-Tiered Approach to LEA Review for Suspension and Expulsion

1. Document Review will be completed by DE staff. All requested materials must be sent by LEA to the DE.
2. IEP File Review will be completed by assigned AEA staff members who have been trained by the DE staff on file review template. Reviews will be conducted on files from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEPs.
3. Written interview question protocol will be completed by LEA and AEA staff. When completed, questions will be sent to DE staff. DE staff will be responsible for the review of these questions. Written interview questions are designed to determine alignment between policies, procedures, and practices to compel students to remain in school.

Document Review

The document review is designed to review and align policies across the following school documents: school board policies, student handbook and District Career Development Plan. DE representatives will conduct the review to assure policies and practices compel students to remain in school and the policies and practices align in order to provide parsimonious information to school and community.

The following documents must be sent to the address provided below:

- (1) School Board Policy;
- (2) Student Handbook;
- (3) District Career Development Plan

**Iowa Department of Education
Bureau of Student and Family Support Services
Grimes State Office Building
400 E 14th
Des Moines, IA 50319-0146**

IEP File Review

The file review is designed to review the IEP of identified individual students with greater than 10 days of suspensions/expulsions. Reviews will be conducted on IEP from the previous year for identified students. The purpose is to review IEP components related to discipline and behavior, as well as the development and implementation of the identified students' IEP.

Interview Protocol

General and Special Education Teachers, and AEA consultants, are interviewed on identification practices, presence of positive behavioral supports, and procedural safeguards.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Plan Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Least Restrictive Environment (LRE) data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 5, commentary suggested Iowa was compliant with measurement and rigorous target requirements. Hence, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged six through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a) (3) (A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- A. Percent = Number of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged six through 21 with IEPs times 100.
- B. Percent = Number of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged six through 21 with IEPs times 100.
- C. Percent = Number of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total number of students aged six through 21 with IEPs times 100.

Measurable and Rigorous Target:

The provision of children / youth with IEPs provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) is a performance indicator. Therefore, each State was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the three subcomponents of this indicator.

FFY	Measurable and Rigorous Target
<p>2006 (2006-2007)</p>	<p>A. 44.00% of children with IEPs aged 6-21 are removed from the regular class less than 21% of the day.</p> <p>B. 13.60% of children with IEPs ages 6-21 are removed from regular class greater than 60% of the day.</p> <p>C. 3.80% of children are served in public or private separate schools, residential placements, or homebound or hospital placements.</p>

Actual Target Data for FFY 2006 (2006-2007):

Decisions about LRE are based on the needs of each individual child. Iowa's State Rules of Special Education, Area Education Agency Procedures Manuals for Special Education, and District Plans for Special Education, all contain provisions about decision-making for eligibility for special education services, and on goals and services that constitute a free appropriate public education in the least restrictive setting, being made by a team of individuals, including parents, on the unique needs of each child. The State's process of General Supervision ensures that decisions about LRE are made based on the needs of each individual child.

Data on Indicator 5 represent aggregate data that can be evaluated to determine the extent to which children are meeting State targets for LRE.

Data reported below are generated from Iowa's 618 Tables and from Iowa's Information Management System for Special Education (IMS). These data are valid and reliable and were generated on October 27, 2006 (which falls between October 1 and December 1, 2006). Data represent all students, as sampling is not allowed for Indicator B5.

Figure B5.1 presents the State baseline, measurable and rigorous targets, and actual target data through FFY 2006 (2006-07) for provision of FAPE in the LRE for percent of children with IEPs aged six through 21 removed from regular class less than 21% of the day.

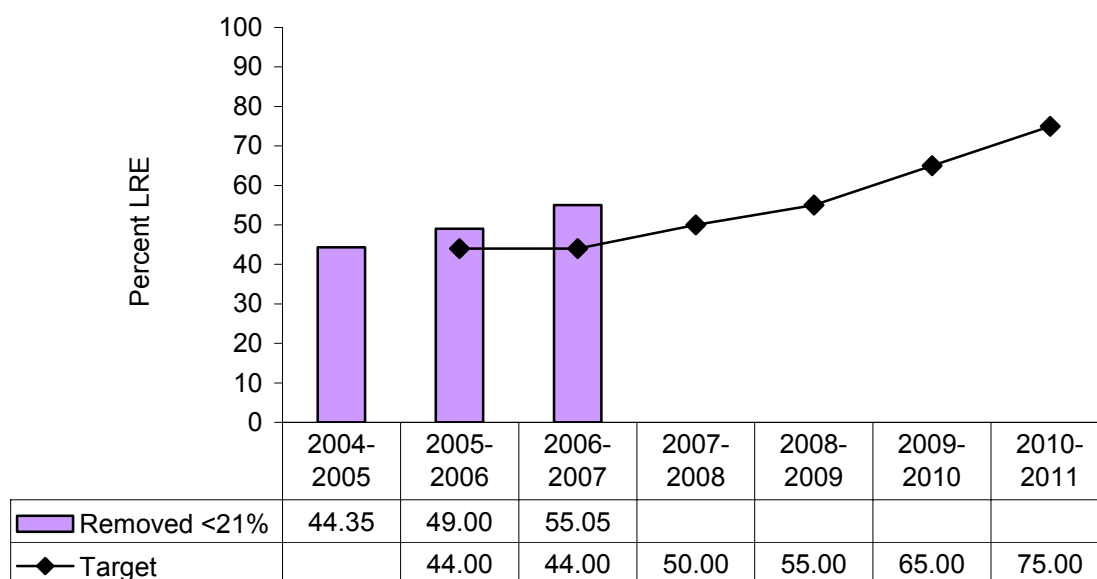


Figure B5.1. SEA Percent of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day. Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2006 (2006-2007), Iowa 618 LRE Table, FFY 2004 (2004-2005) through FFY 2006 (2006-2007).

Iowa met the target for Indicator 5A for FFY 2006 (2006-2007). Results of the State data indicated an increase from 49.00% to 55.05% of children who remained in general education at least 80% of the day.

Figure B5.2 presents the State baseline, targets, and data through FFY 2006 (2006-07) for provision of FAPE in the LRE for percent of children with IEPs ages six through 21 removed from regular class greater than 60% of the day.

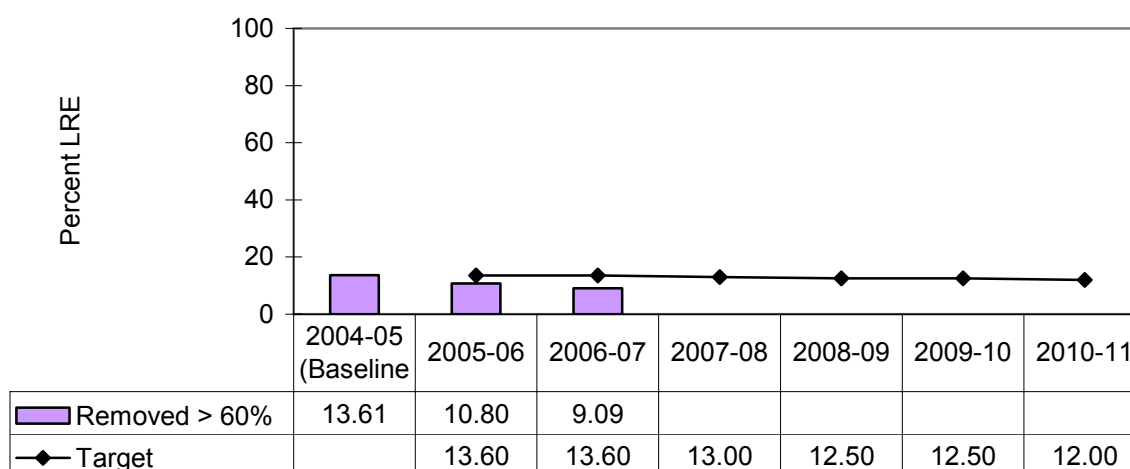


Figure B5.2. SEA Percent of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day. Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2006 (2006-2007), Iowa 618 LRE Table, FFY 2004 (2004-2005) through FFY 2006 (2006-2007).

Iowa met the target for Indicator 5B for FFY 2006 (2006-2007). Results of the State data indicated a decrease from FFY 2005 (2005-2006) results of 10.80% to FFY 2006 (2006-2007) results of 9.09% of children in general education less than 40% of the day.

Figure B5.3 presents the State baseline, targets, and data through 2006-07 for provision of FAPE in the LRE for percent of children with disabilities ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.

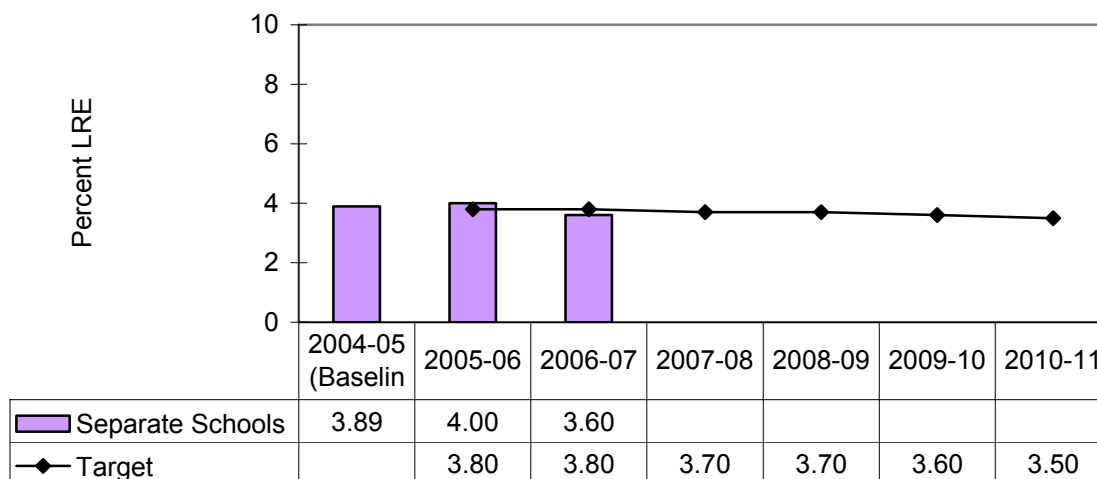


Figure B5.3. State Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements. Source. Iowa Information Management System, FFY 2004 (2004-2005) through FFY 2006 (2006-2007), Iowa 618 LRE Table, FFY 2004 (2004-2005) through FFY 2006 (2006-2007).

Iowa met the target for Indicator 5C for FFY 2006 (2006-2007). Results of the State data indicated a decrease from 4.00% to 3.60% of children in residential and separate facilities. Based on input from stakeholders, SEA personnel will analyze trend data in FFY 2007 (2007-2008) in order to determine whether it will be necessary to reset State targets for Indicator 5C in the February 1, 2009 submission of the SPP/APR.

Data were analyzed at the AEA level to determine strengths and concerns of LRE by regions. The following three figures and tables summarize AEA-level results of measurements 5A, 5B, and 5C. (Note: AEAs are the subrecipients of Part B funds in the State of Iowa and are considered Iowa's LEAs for the purposes of reporting in the SPP and APR, as per the State Eligibility Document.)

Figure B5.4 depicts individual AEA baseline, measurable and rigorous targets, and actual target data for FFY 2005 (2005-2006) through FFY 2006 (2006-07) for provision of FAPE in the LRE for percent of children with IEPs ages six through 21 removed from regular class less than 21% of the day. All AEAs exceeded the target in FFY 2006 (2006-2007).

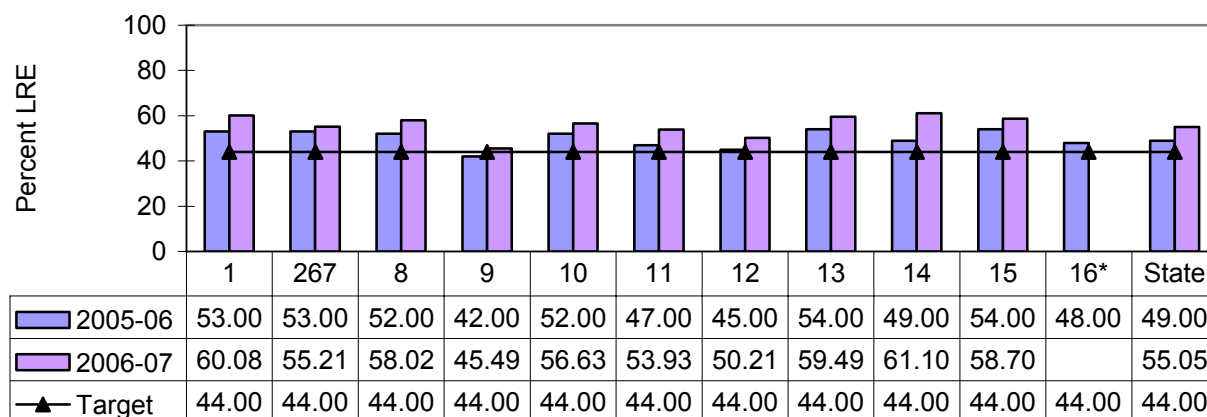


Figure B5.4. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Removed from Regular Class Less Than 21% of the Day, by AEA. (* AEAs 15 and 16 merged in FFY 2006 (2006-2007), hence the data for FFY 2006 (2006-2007) are reported under AEA 15). Source: Iowa Information Management System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), and Iowa 618 LRE Table, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Table B5.1 provides raw numbers and percents for FFY 2006 (2006-2007), of children and youth with IEPs ages six through 21 removed from the regular education class less than 21% of the day, by AEA and for the State as a whole.

Table B5.1
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21
Removed from Regular Class Less Than 21% of the Day

AEA	1	267	8	9	10	11	12	13	14	15	State
Number	2664	5195	2410	2723	5111	8522	2515	2451	1018	3461	35890
Percentage	60.08	55.21	58.02	45.49	56.63	53.93	50.21	59.49	61.10	58.70	55.05

Source: Iowa Information Management System, FFY 2006 (2006-2007), and Iowa 618 LRE Table, FFY 2006 (2006-2007).

Results in Table B5.1 are consistent with the measurement, and no explanation of variance is required.

Figure B5.5 presents the AEA baseline, measurable and rigorous targets, and actual target data for FFYs 2005 (2005-2006) and 2006 (2006-2007) for provision of FAPE in the LRE for percent of children / youth with IEPs ages six through 21 removed from regular class greater than 60% of the day. Nine of the 10 AEAs met the target in FFY 2006 (2006-2007), which represents an improvement of one AEA from FFY 2005 (2005-2006).

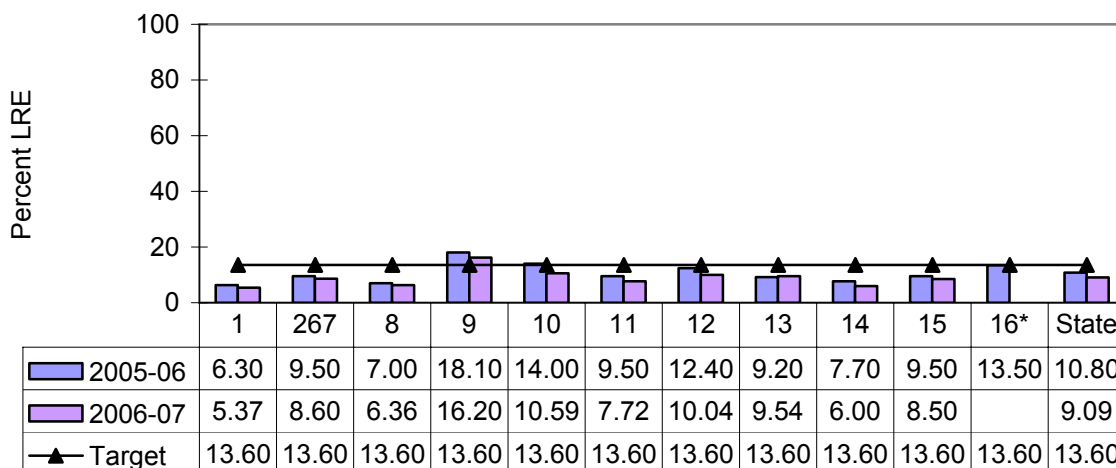


Figure B5.5. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Removed from Regular Class Greater Than 60% of the Day, by AEA. (* AEAs 15 and 16 merged in FFY 2006 (2006-2007), hence the data for FFY 2006 (2006-2007) are reported under AEA 15). Source. Iowa Information Management System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), and Iowa 618 LRE Table, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Table B5.2 provides raw numbers and percents, at the AEA and State levels, of children and youth with IEPs ages six through 21 removed from the regular education class greater than 60% of the day.

Table B5.2
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21
Removed from Regular Class Greater Than 60% of the Day

AEA	1	267	8	9	10	11	12	13	14	15	State
Number	238	809	264	970	956	1220	503	393	100	475	5928
Percentage	5.37	8.60	6.36	16.20	10.59	7.72	10.04	9.54	6.00	8.50	9.09

Source. Iowa Information Management System, FFY 2006 (2006-2007) and Iowa 618 LRE Table, FFY 2006 (2006-2007).

Results in Table B5.2 are consistent with the measurement, and no explanation of variance is required.

Figure B5.6 summarizes, at the AEA-level, baseline, measurable and rigorous targets, and actual target data for FFY 2005 (2005-2006) and FFY 2006 (2006-2007) for provision of FAPE in the LRE for percent of children with disabilities ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements. Five of 10 AEAs met the target in FFY 2006 (2006-2007).

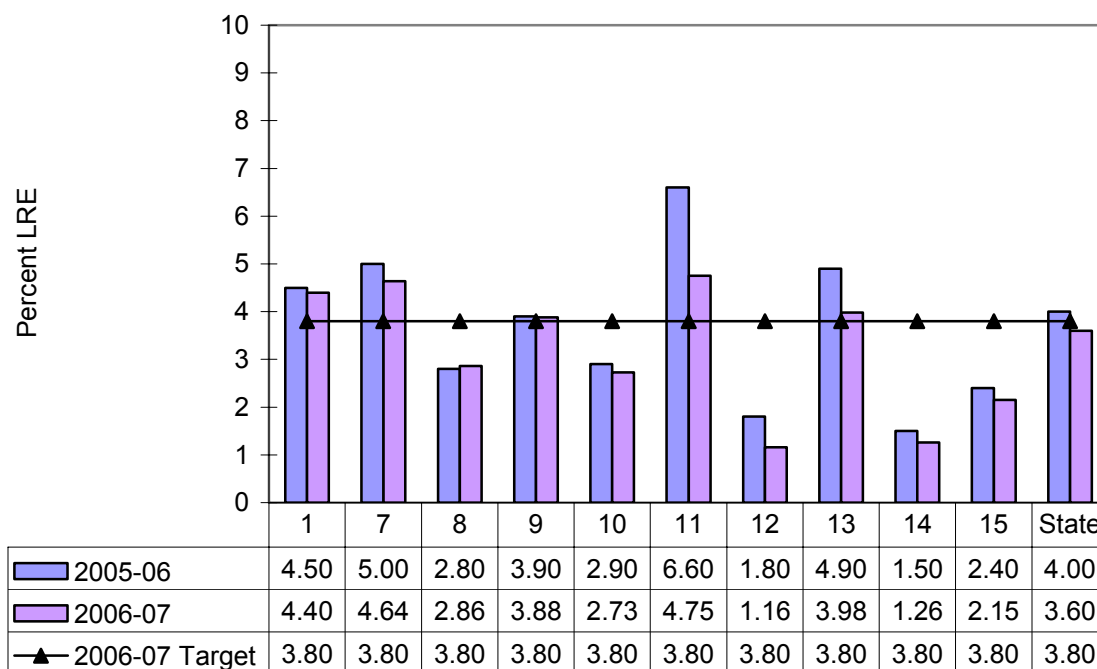


Figure B5.6. Two-Year Performance Summary of Percent of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements, for AEAs and the State of Iowa.

(*AEAs 15 and 16 merged in FFY 2006 (2006-2007), hence the data for FFY 2006 (2006-2007) are reported under AEA 15). Source: Iowa Information Management System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007), and Iowa 618 LRE Table, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Table B5.3 summarizes raw numbers and percents of children and youth with IEPs ages six through 21 served in public or private separate schools, residential placements, or homebound or hospital placements, for each AEA and for the State of Iowa. Five AEAs met the target for Indicator 5C.

Table B5.3
AEA and SEA Number and Percentage of Children with IEPs Ages 6-21 Served in Public or Private Separate Schools, Residential Placements, or Homebound or Hospital Placements

AEA	1	7	8	9	10	11	12	13	14	15	State
Number	195	437	119	232	246	750	58	164	21	120	2342
Percentage	4.40	4.64	2.86	3.88	2.73	4.75	1.16	3.98	1.26	2.15	3.60

Source: Iowa Information Management System, FFY 2006 (2006-2007) and Iowa 618 LRE Table, FFY 2006 (2006-2007).

Results in Table B5.3 are consistent with the measurement, and no explanation of variance is required.

Summary of Expected Actions of SEA for Indicator 5

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 5, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B5.4.

Table B5.4
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status/Next Steps
Verification of data. Analysis of data indicated that IEP teams were not calculating LRE accurately or reliably. Over 20 training sessions were provided for over 100 AEA consultants and administrators, LEA administrators, and data entry personnel statewide. Training covered LRE calculations and correct data entry procedures.	Subsequent desk audits conducted by the SEA verified and ensured the accuracy of every student's LRE information.	Training is provided to new staff as needed. Annual desk audits will continue through FFY 2010 (2010-2011).
Analysis of data to identify concerns. Results of due process case suggested that out-of-state placements needed to be reviewed for accuracy. Accreditation status and IEP paperwork received from out-of-state placements were reviewed for accuracy.	SEA clarified decision-making for IEP teams on out-of-state placement, and the State's responsibility in assisting AEAs and LEAs in finding programs when the continuum of services necessary for provision of a free, appropriate public education within a district has been exhausted by IEP teams.	Completed in FFY 2006 (2006-2007).
Analysis of policies, procedures and practices. SEA's facilitated "data days" for Area Education Agencies to allow AEAs to prioritize actions at the AEA level and to assist local school districts in implementation of LRE improvement plans.	All AEAs interpreted results of LRE data. Several AEAs crafted action plans around LRE.	"Data Days" will be held annually through FFY 2010 (2010-2011).

Activity	Measurable Outcomes	Status/Next Steps
Analysis of policies, procedures and practices. SEA's system of compliance monitoring identifies and provides for the correction of problems in LRE calculation.	LEAs and AEAs use compliance data to improve LRE.	LRE calculations will be verified through compliance monitoring annually through FFY 2010 (2010-2011).
Analysis of policies, procedures and practices. A statewide task force developed guidance information for the field on how to implement the NIMAS requirements on accessible formats in a timely fashion.	Completed all required elements of federal law, disseminated guidance document to all LEAs and AEAs, and provided TA through the Iowa Department for the Blind.	Completed for FFY 2006 (2006-2007).
Ongoing monitoring and enforcement as needed. The SEA uses LRE data in making annual AEA and District determinations.	All districts and AEAs were notified of determination status.	LRE data will be used in making AEA and District determinations annually through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows.

Iowa met the measurable and rigorous State target for percent of children removed from the regular class less than 21% of the day, with actual target data for FFY 2006 (2006-2007) being 55.05%, an improvement from actual target data obtained during FFY 2005 (2005-2006). SEA personnel attribute progress on measurement 5A to: (a) improved data accuracy at the AEA and LEA levels, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data.

Iowa met the measurable and rigorous State target for percent of children removed from the regular class greater than 60% of the day, with actual target data for FFY 2006 (2006-2007) being 9.09%, an improvement from actual target data obtained during FFY 2005 (2005-2006). SEA personnel explain progress on measurement 5B to: (a) improved data accuracy at the AEA and LEA levels, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data.

Iowa met the measurable and rigorous State target for percent of students served in public or private separate schools, residential placements, or homebound or hospital placements with actual target data for FFY 2006 (2006-2007) being 3.60%, an improvement from actual target data obtained during FFY 2005 (2005-2006). SEA personnel explain this progress to: (a) the change in definitions associated with the 618 placement tables, (b) increased attention to LRE at the IEP team level, and (c) continued public reporting of LRE data. This reporting of improvement on Indicator 5C in FFY 2006 (2006-2007) directly addresses OSEPs Analysis/Next Steps in the *Iowa Part B FFY 2005 SPP/APR Response Table*. Based on input from stakeholders, SEA personnel will analyze trend data in FFY 2007 (2007-2008) in order to determine whether it will be necessary to reset State targets for Indicator 5C in the February 1, 2009 submission of the SPP/APR.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Though OSEP offered the opportunity to revise measurable and rigorous targets for this indicator due to the 618 changes, Iowa has chosen to maintain current targets because we believe the targets continue to be rigorous and measurable, and exceed requirements that would be established had Iowa chosen to modify the targets because of the changes in 618 reporting. Based on input from stakeholders, SEA

personnel will analyze trend data in FFY 2007 (2007-2008) in order to determine whether it will be necessary to reset State targets for Indicator 5C in the February 1, 2009 submission of the SPP/APR.

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B5.5. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B5.4 will continue in FFY 2007 (2007-2008), and are not listed in Table B5.5).

Table B5.5
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Analysis of data to identify concerns. SEA will review literature to identify practices likely to affect LRE (for example, accelerated learning, instructional practices, universal design, and response-to-intervention).	SEA work team, OSEP-funded Technical Assistance Centers studying LRE	November 1, 2007 – June 30, 2008	Development of an LRE review protocol for self assessment. Development and dissemination of a “white paper” addressing provision of continuum of service in small and remote school districts.
Analysis of data to identify concerns. A cross-agency team (Education, Public Health, Child Health Specialty Clinics, etc) is studying continuum of services for students with severe mental health needs.	SEA Consultants, partner agencies	September 1, 2007-June 30, 2009	Analysis and recommendation on how the Department of Education should support AEAs and LEAs for assuring continua of services in all regions.
Analysis of data to identify concerns. SEA will use the SEAP as a stakeholder group to analyze root-cause factors effecting LRE.	SEAP LRE indicator leads	February 1, 2008 – June 30, 2009	Enhance review protocols and white papers. Enhance IEP training for teachers around LRE.
Analysis of data to identify concerns. SEA will develop an evaluation plan for statewide initiatives in which LRE is a factor studied. This would allow for comparisons between and among: special education identification rates, student achievement, socio-economic status, and other educational variables.	Cross-divisional SEA team, representation from the National Center for Educational Outcomes and/or the North Central Regional Resource Center	July 1, 2007 – June 30, 2011	Information on how State initiatives of co-teaching, PBS, disproportionality, and instructional decision-making, are being implemented and the impact these initiatives have on LRE and other educational variables.
Analysis of policies, procedures and practices. SEA will examine LRE of neighboring states. LEA will examine policies, procedures and practices of districts in Iowa with exemplary LRE data.	LRE indicator leads	July 1, 2007 – June 30, 2008	Understand policies and practices of neighboring states and of selected Iowa districts that contributed to exemplary LRE.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

From the *OSEP Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, General Instructions (2)*:

By February 1, 2008, States must submit:

The instructions for collecting preschool least restrictive environment (LRE) data under section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from the previous collection, and not consistent with Indicator 6; therefore, States need not report on Indicator 6 for FFY 2006. OSEP will propose changes to Indicator 6 consistent with the revised 618 State-reported data requirements regarding preschool LRE.

Monitoring Priority: Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood / part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.

FFY	Measurable and Rigorous Target
FFY 2006 (2006-2007)	<p>A measurable and rigorous target is included in the State Performance Plan. However, from the <i>OSEP Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, General Instructions (2)</i>:</p> <p><i>By February 1, 2008, States must submit:</i></p> <p><i>The instructions for collecting preschool least restrictive environment (LRE) data under section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from the previous collection, and not consistent with Indicator 6; therefore, States need not report on Indicator 6 for FFY 2006. OSEP will propose changes to Indicator 6 consistent with the revised 618 State-reported data requirements regarding preschool LRE.</i></p> <p>Given the guidance from OSEP, the measurable and rigorous target for FFY 2006 (2006-2007) is not summarized in this APR.</p>

Actual Target Data for FFY 2006 (2006-2007)

From the OSEP Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, General Instructions (2):

By February 1, 2008, States must submit:

The instructions for collecting preschool least restrictive environment (LRE) data under section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from the previous collection, and not consistent with Indicator 6; therefore, States need not report on Indicator 6 for FFY 2006. OSEP will propose changes to Indicator 6 consistent with the revised 618 State-reported data requirements regarding preschool LRE.

Iowa is not reporting actual target data for Indicator 6 for FFY 2006 (2006-2007).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007)

Iowa has continued with Improvement Activities as outlined within the State Performance Plan. However, from the OSEP Part B State Performance Plan (SPP) and Annual Performance Report (APR) Instruction Sheet, General Instructions (2):

By February 1, 2008, States must submit:

The instructions for collecting preschool least restrictive environment (LRE) data under section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from the previous collection, and not consistent with Indicator 6; therefore, States need not report on Indicator 6 for FFY 2006. OSEP will propose changes to Indicator 6 consistent with the revised 618 State-reported data requirements regarding preschool LRE.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008) [If applicable]

Consistent with OSEP's guidance on Indicator 6, states need not report on Indicator 6 for FFY 2006.

Part B State Performance Plan (SPP) for FFY 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 of the State Performance Plan, FFY 2006 (2006-2010), for State Performance Plan Development. The current SPP is found at: www.iowa.gov/educate/content/view/614/592/.

A State Performance Plan (SPP) for Indicator 7 was submitted to the Office of Special Education Programs February 1, 2007. This indicator is being re-submitted February 1, 2008, following requirements of the Office of Special Education Programs.

According to the *Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid* (11/9/07), supplementing the June 15, 2007 Response Table, states are to address Indicator 7 using the following guidelines:

1. Report using SPP template;
2. Ensure and describe how the SPP data are valid and reliable (see 300.601[b] and Indicator 20);
3. Not to report baseline and targets until February 2010; and
4. Include improvement activities to cover all of the remaining years of the SPP.

This SPP is filed on the SPP template, hence, the first requirement has been met. In addition, the third requirement has been met, as Iowa is not reporting on baseline and targets for FFY 2006 (2006-2007).

This SPP describes how Iowa ensures SPP data are valid and reliable to meet the second requirement, and details the improvement activities implemented and to be implemented through FFY 2010 (2010-2011)(to meet the fourth requirement).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

For more information on programs and services to support early childhood education of Iowa's young children, go to:

<http://www.iowa.gov/educate/content/section/24/1016/>.

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the 6-year State Performance Plan and each Annual Performance Report.

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = [(number of preschool children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(number of preschool

children who did not improve functioning) divided by the (number of preschool children with IEPs assessed)] times 100.

- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(number of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(number of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (number of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(number of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(number of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (number of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue / Description of System or Process:

The State Education Agency (SEA) began in FFY 2004 (2004-2005) to design a statewide accountability system that measured early childhood outcomes for preschool children in special education. The system expanded upon Iowa's systematic process to monitor progress for performance on Individualized Educational Program (IEP) goals in addition to using multiple measures to gather data on children's performance.

During FFY 2005 (2005-2006), the SEA developed the *Early Childhood Outcomes (ECO) Summary Form (ECO Summary Form)* based on a three-level rating scale (yes, emerging, no) that summarized each child's level of functioning in each of the ECO areas in relation to same aged-peers. The IEP Teams began using the *ECO Summary Form* for all preschool children entering special education services after January 31, 2006 in order to report baseline data on the percent of preschool children in the three measurement categories (Reach/Maintain, Improve or Did Not Improve Functioning) in each of the ECO areas to be reported in the State Performance Plan (SPP) for Indicator B7.

Due to changes of the SPP measurement categories for the early childhood outcome indicator announced Fall of FFY 2006 (2006-2007), the SEA revised the statewide accountability system in order to gather data for reporting the percent of preschool children in each of the five measurement categories for each of 3 ECO areas.

The SEA incorporated the 7-point scale of the *Child Outcomes Summary Form (COSF)* developed by the National Early Childhood Outcomes Center, into a revision of the *ECO Summary Form*. The *revised ECO Summary Form*, when completed by IEP teams as described below, provides data to report on children in 1 of 5 categories in the measurement required for Indicator B7. The *revised ECO Summary Form* uses: (a) the 7-point scale from the COSF, and (b) the question from the COSF on progress. The *revised ECO Summary Form* has an additional section to report supporting evidence on assessment methods and sources of information used by IEP teams to generate the data used in rating performance.

The SEA required Area Education Agencies to adopt the *revised ECO Summary Form*. The SEA required IEP Teams to complete the *revised ECO Summary Form* for all children that had an initial IEP meeting beginning July 1, 2006. Use of the *revised ECO Summary Form* ensures valid data and supporting

evidence on children's functioning in comparison to peers or standards using the 7-point outcome rating scale.

To ensure quality professional development for ECO, the SEA used the National ECO Center's training materials and resources (e.g., Decision Tree for Summary Rating Discussions, Age-Expected Child Development Resources and COSF Training Materials). Use of the ECO training material provided assurance that all IEP teams in Iowa, addressing preschool children between ages 3 through 5 years, have been trained to implement consistent procedures for gathering, analyzing and reporting these data on the *revised ECO Summary Form*.

Beginning in FFY 2006 (2006-2007), Iowa's accountability system provided the data to determine the differences special education services made for preschool children in the areas of positive social-emotional skills; acquisition and use of knowledge and skills; and use of appropriate behaviors to meet their needs as defined by the five measurement categories. The data were used to inform policy makers and stakeholders of children's functional skills and progress, advance implementation of evidence-based curricula and assessment practices and improve interventions to meet the needs of children with disabilities.

The ECO data were gathered on all preschool children determined eligible for special education services, regardless of their special education services or areas of concern.

Iowa's accountability system for ECO includes several components:

- Policies and procedures to guide assessment and measurement practices;
- Technical Assistance for specified staff to support data collection and use;
- Monitoring procedures to ensure data accuracy; and
- Information Management System for data entry, maintenance and analysis.

Policies and procedures to guide assessment and measurement practices

The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensure that Individualized Education Program (IEP) Teams use valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel (IAC 281- 41.49). Each Area Education Agency (AEA), as required by the *Iowa Administrative Rules of Special Education*, has written and adopted evaluation procedures guided by a technical assistance document that was developed by a stakeholder group. The technical assistance document is entitled: *Iowa's Special Education Eligibility Standards*.

A full and individual evaluation of a child's needs must be completed before a child's eligibility is determined. During FFY 2006 (2006-2007), the State developed a common template for a statewide Educational Evaluation Report (EER) to be used for reporting relevant functional, developmental and academic information gathered during a child's evaluation. The EER template included a reminder to gather information that addressed preschool children's performance and progress in each of the three ECO areas so that teams had complete and accurate data. Subsequent to the determination of eligibility for special education services, the child's entry point data for age-appropriate functioning across settings and situations were discussed and summarized on the *ECO Summary* form as a part of a child's IEP meeting.

As a part of each preschool child's annual IEP review, a child's age-appropriate functioning and progress made in his or her skills and behaviors were determined based on multiple sources of data gathered using multiple methods such as record reviews, interviews, observations, performance monitoring data on IEP goals referred to as *IEP Results*, and ongoing child assessments. *IEP Results* is a systematic process to monitor progress of performance on Individualized Education Program (IEP) goals for children, ages 3 - 5. The *ECO Summary* form was used to summarize the child's skills and behaviors in comparison to the functioning expected for the age of the child and the child's progress in each of the three ECO areas.

A crosswalk was completed between the *IEP Results* and *ECO* to align both with the OSEP indicator that *preschool children with IEPs demonstrate improved*:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication/early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Table B7.1 shows the IEP Results and Early Childhood Outcomes alignment used to measure the OSEP indicator and progress for preschool children.

Table B7.1
Alignment of the OSEP Indicator to IEP Results and Early Childhood Outcomes Measures

OSEP Indicator	IEP Results	Early Childhood Outcomes (ECO)
Positive Social-Emotional Skills (including social relationships)	Personal and Social Adjustment (Copes with Challenges, Frustrations and Stressors; Positive Self-Image; Gets Along with Others) Contribution and Citizenship (Complies with age appropriate rules, limits, routines; Participates / contributes as part of group)	Positive Social Relationships (Relating with adults; relating with other children; following rules related to groups or interacting with others (if older than 18 months))
Acquisition and use of knowledge and skills (including early language / communication / early literacy)	Academic and Functional Literacy (Problem Solving; Critical Thinking; Reading; Comprehension; Phonological awareness; Print concepts; Basic Math; Numerical concepts, Written Language; Fine Motor; Communication; Articulation; Functional Communication; Fluency; Language; Literacy)	Acquiring and Using Knowledge and Skills (Thinking, reasoning, remembering, and problem solving; understanding symbols; understanding the physical and social worlds)
Use of appropriate behaviors to meet their needs	Physical Health (Applies basic safety, fitness, health care concepts) Responsibility and Independence (Gets about in the environment; Responsible for Self; Daily Living Skills)	Taking Appropriate Action to Meet Needs (Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.); contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects-if older than 24 months); getting from place to place (mobility) and using tools (e.g., forks, pencils, strings attached to objects))

Source. *IEP Results, FFY 2004 (2004-2005); ECO Child Outcomes Summary Form, FFY 2005 (2005-2006).*

ECO is a systematic process to determine children's functioning compared to same-aged peers and to determine progress in skills and behaviors in the three ECO areas. All preschool children who met the following criteria were included in ECO: (1) Eligible for special education, and (2) Received early childhood special education services for at least 6 months. The ECO data were gathered upon eligibility

for special education services and annually thereafter as a part of an IEP review until the child exited or no longer received early childhood special education services.

The ECO process, conducted by the IEP Team, included two phases: (A) Initial IEP; and (B) Annual IEP Review.

Initial IEP

Analysis of ECO Entry Point data (FFY 2006 [2006-2007] for reporting in SPP due February 1, 2008). Data at Entry Point were obtained through Iowa's *Response to Intervention (RTI)* model and *Special Education Eligibility Process*. The eligibility process resulted in formative data for individual children compared to chronological age expectations. Multiple methods of collecting data from various sources were used for Eligibility Determination that included: *Record reviews, Interviews, Observations and Tests/Assessments (R/OT)*. The IEP Team determined the methods for collecting data based upon the unique needs of the child. Options of test/assessment procedures included the use of behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments.

The commonly used assessment instruments used by IEP Teams included, but were not limited to, the Creative Curriculum Developmental Continuum Assessment, High/Scope Child Observation Record, Work Sampling System, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System for Infants and Children. In addition, research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, were used to guide peer comparisons of developmental ages and stages of preschool comprehensive skills. A crosswalk of the *Iowa Early Learning Standards* with the ECO areas was developed to illustrate the alignment of the State's expectations for what young children know and are able to do in each of the ECO areas.

Analysis of Entry Point data are conducted by triangulating data (record reviews, interviews, observations, tests/assessments as described above) across multiple investigators (the IEP Team members).¹

Determination of ECO Entry Point Status. *Determination of Status* at Entry Point was based on the results of triangulation of data and the completion of the ECO Summary form.

The ECO Summary form for comparison to peers was a seven-point scale used to summarize each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.

Documenting, Entering, and Reporting of ECO Entry Point Status. *Documenting* Entry Point status was the IEP Team's responsibility to complete the ECO Summary form to document results at the IEP meeting.

Entering documented results from the ECO Summary form into Iowa's central database system for special education (Information Management System-IMS) was completed by trained data entry personnel. IMS established data parameters, and did not accept a rating other than what was determined on the ECO Summary's 7-point scale.

Reporting occurred on an annual basis for the Local Education Agencies (LEA), AEAs and the SEA, as well as IEP Teams who had ongoing access to results as documented on the *ECO Summary* form.

¹ Data triangulation and technical adequacy are described in detail in the discussion of Collection and Analysis of Baseline Data in Indicator 7.

The Annual IEP Review

Analysis of ECO Progress Point data (FFY 2006 [2006-2007] for reporting SPP due February 1, 2008). Data at the Progress Point were obtained by Record reviews, Interviews, Observations and Tests/Assessments (R/IOT). This included, but was not limited to, a review of Entry Point data, results of IEP Results, interviews, observations, behavior checklists, structured interactions, play-based assessments, adaptive and developmental scales, and curriculum-based, criterion-referenced and norm-referenced assessment instruments. The evaluation requirements established in IDEA and the *Iowa Administrative Rules for Special Education* ensured that IEP Teams used valid and reliable assessments and evaluation materials administered by trained and knowledgeable personnel. The annual review process resulted in formative data in which individual children were compared to chronological age expectations.

The commonly used assessment instruments used by IEP Teams included, but were not limited to, the *Creative Curriculum Developmental Continuum Assessment*, *High/Scope Child Observation Record*, *Work Sampling System*, *Developmental Observation Checklist System* and the *Assessment, Evaluation and Programming System for Infants and Children*.

Analysis of ECO Progress Point data were conducted by triangulating data (record reviews, observations, tests/assessments as described above) across multiple investigators (the IEP Team members). Research-based Iowa Early Learning Standards, developed by stakeholders with expertise in child development and early education, were used to guide peer comparisons of developmental ages and stages of preschool comprehensive skills. The Progress Point data were analyzed at the annual IEP meeting. The IEP Team analyzed data from IEP Results to determine a student's status in: (1) Progress on Goals² (2) Comparison of performance to peers or standards,³ and (3) Level of independence in performance.⁴ Additionally, the IEP Team was responsible for gathering and analyzing data that were needed to determine children's' progress in the three ECO areas, regardless of the areas addressed on a child's IEP. Data from IEP Results and early childhood outcomes, documented directly on IEPs, were used immediately in ongoing program development for each student.

Determination of ECO Progress Point Data. *Determination of Progress* at the Progress Point was based on the results of triangulation of data and the completion of the ECO Summary form.

The ECO Summary form for comparison to peers was a seven-point scale that summarized each child's level of functioning in each of the three ECO areas in relation to same-aged peers. A rating of six or seven indicated the outcome was achieved at an age-appropriate level across a variety of settings and situations, and a rating of one through five indicated the child's functioning was below age-appropriate skills expected of a child his or her age.

The IEP Team determined if a child progressed or acquired new skills or behaviors in each of the three ECO areas and documented the child's improvements by responding to a "yes/no" question on the ECO Summary form.

In addition, the IEP Team documented on the ECO Summary form all of the methods used to determine the outcome rating and progress through Record reviews, Interviews, Observations and Tests/Assessments (R/IOT), the sources of information and a summary of results for each of the ECO areas.

² Goal performance indicates child progress toward achieving the outcome based on improvement in performance.

³ Comparison of performance to peers or standards indicates child performance as compared to same age peers or developmental milestones.

⁴ Level of independence in performance indicates the level of independence in completing outcome areas in various settings/routines/environments.

Documenting, Entering, and Reporting of ECO Progress Point Status. Documenting ECO Progress Point data were completed by the IEP Team completing the ECO Summary form and documented results at the time of the IEP meeting.

Entering documented results from the ECO Summary form into Iowa's central database system for special education (Information Management System-IMS) was completed by trained data entry personnel. IMS established data parameters, and does not accept a rating other than what was determined on the ECO Summary's 7-point scale, the yes/no response for a child's progress, and the supporting evidence used to determine the outcome rating and progress.

Reporting occurred on an annual basis for the LEAs, AEAs and the SEA, as well as IEP Teams who had ongoing access to results as documented on the ECO Summary form.

Use of Early Childhood Outcomes Progress Data. Data on ECO, documented directly on a student's IEP on the ECO Summary form, were used immediately in ongoing program development for each child.

Technical Assistance for specified staff to support data collection, reporting and use. During FFY 2006 (2006–2007), the SEA trained staff from AEAs on the process for completing the revised ECO Summary form. The AEA staff were responsible for providing the training and support for IEP Teams to accurately document, enter, and report each child's performance on the ECO Summary form. Additionally, AEAs were provided training on a document that aligned the Early Childhood Outcomes, IEP Results and the Iowa Early Learning Standards and benchmarks. This alignment provided operational definitions so IEP Teams had an understanding of the skills and behaviors that were being addressed in each of the ECO areas.

Specific Technical Assistance activities for FFY 2006 (2006-2007), and for the duration of the SPP (FFY 2010 [2010-2011]), are summarized in the table at the end of this Indicator.

Collection and Analysis of Progress Data. All preschool children who met the following criteria were assessed using multiple sources of data which were summarized on the ECO Summary form: (1) Entered special education services on an IEP after June 30, 2006; (2) Received early childhood special education services for at least six months; and (3) Exited early childhood special education services before July 1, 2007. Early Childhood Outcomes data were gathered upon entering Part B early childhood special education services and at the annual IEP meeting thereafter, up to exiting early childhood special education services.

The use of Investigator⁵ (IEP Team members) and Methodological⁶ (e.g., RIOT) Triangulation is an accepted form of data analysis to control for bias and establish convergence of data among multiple methods and different sources of data (Denzin, 1970; Mathison, 1988; Patton, 2002; Creswell & Miller, 2000). IEP Results and Early Childhood Outcomes employ Investigator and Methodological Triangulation to determine child status and progress at Entry Point and Progress Point. The ECO Summary form documents the determination of the status and progress of students' functioning compared to chronological age expectations for each of the three ECO areas.

Iowa ensures the technical adequacy of the data on which triangulation is based, as described in IDEA and the *Iowa Administrative Rules of Special Education*. The assessment procedures, tests and other evaluation materials are required to be validated for the specific purpose for which they are used, administered by trained and knowledgeable personnel, and technically sound and assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors [IAC120-41.49(1)b; 120-41.49(1)c; 120-41.49(1)d]. Also, the technical adequacy of measures and triangulation of data are reflected in the following supporting documents: Iowa's *Special Education Assessment*

⁵ Investigator Triangulation is the use of multiple, rather than a single, observer to come to an understanding of data (Denzin, 1970).

⁶ Methodological Triangulation is the use of more than one method of obtaining data (Denzin, 1970). Traditionally, this has been interpreted to be the use of multiple methods as reviews of existing data, observations, interviews and tests/assessments.

Standards, Special Education Eligibility, IEP Results Technical Assistance Papers and District-Wide Standards-Referenced Assessment System (DSRAS). These documents have provided the basis for extensive training and technical assistance by the SEA to AEA and LEA personnel.

Iowa's process for assuring reliable and valid data are also captured through answers to 5 questions:

- *Who will be included in the measurement?* All preschool children who are determined eligible for special education after June 30, 2006, received early childhood special education services on an IEP for at least six months, and exited early childhood special education services prior to July 1, 2007.
- *What assessment/measurement tool(s) will be used?* Multiple methods of data using multiple sources, including but not limited to, record reviews, interviews, observations, performance monitoring data on IEP goals referred to as *IEP Results*, and ongoing child assessments are gathered to determine children's functioning compared to same-aged peers (Comparison to Peers) and acquisition of new skills and behaviors (Progress Data) in each of the three ECO areas. The commonly used assessment instruments used by IEP Teams include, but are not limited to, the Creative Curriculum Developmental Continuum Assessment, High/Scope Child Observation Record, Work Sampling System, Developmental Observation Checklist System and the Assessment, Evaluation and Programming System. The ECO Summary form is used to summarize the data from the multiple measures used by the IEP Teams.
- *Who will conduct the assessments?* Qualified personnel in the RTI and Eligibility Determination process as described in IDEA 2004 and the *Iowa Administrative Rules for Special Education*. The IEP Team, including parents, is involved in gathering information about children's functioning compared to same-aged peers and acquisition of new skills across a variety of settings and situations as a part of the ECO process.
- *When will the measurement occur?* Entry Point data for the Comparison to Peers are collected as part of the Initial IEP. Comparison to Peers and Progress data are collected as part of annual IEP reviews when the child exits or no longer receives early childhood special education services.
- *Who will report data to whom, in what form, and how often?* IEP Teams report data on the ECO Summary form annually to IMS. Using individual identification codes for each child, data on the ECO Summary forms are manually entered into the database by trained data entry personnel.

For FFY 2006 (2006 – 2007), Iowa's accountability system was revised based on a change in OSEP data reporting requirements in order to measure progress for the percentage of preschool children that demonstrated improved functioning in each of the three outcome areas in February 2008. Specifically, the data collection system was revised to gather data on each child in terms of the following:

- a. Percent of preschool children who did not improve functioning;
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers;
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it;
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers; and
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers.

Baseline Data for FFY 2006 (2006-2007):

Data reported for the FFY 2006 (2006-2007) submission of the SPP are preliminary progress data. Baseline data will be reported in FFY 2009 (2009-2010).

The first year of progress data for children exiting early childhood special education services in FFY 2006 (2006-2007) are presented in Figures B7.1, B7.2 and B7.3, as well as Tables B7.2, B7.3 and B7.4.

Figure B7.1 illustrates the percent of preschool children with IEPs who demonstrate improved positive social-emotional skills (measurement A) across reporting categories a through e. Table B7.2 provides the corresponding n sizes for measurement A.

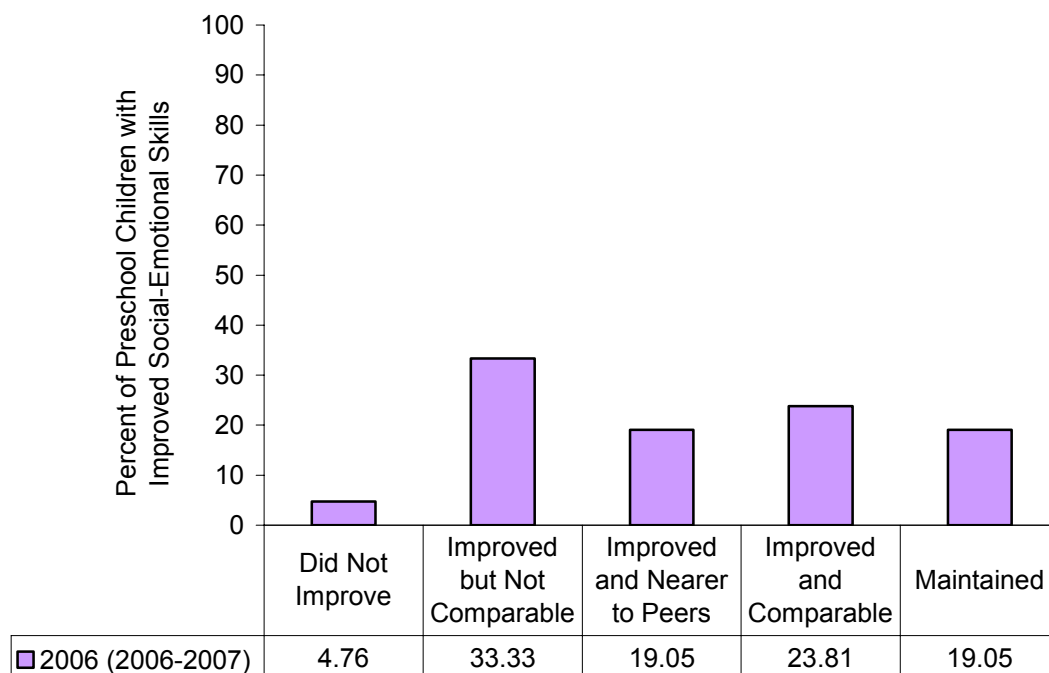


Figure B7.1 SEA Percent of Preschool Children with IEPs who Demonstrate Improved Positive Social-Emotional Skills.

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Table B7.2
SEA Number and Percent of Preschool Children with IEPs who
Demonstrate Improved Positive Social-Emotional Skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	2	14	8	10	8	42
Percent	4.76	33.33	19.05	23.81	19.05	100

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.2 illustrates the percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (measurement B) across reporting categories a through e. Table B7.3 provides the corresponding n sizes for measurement B.

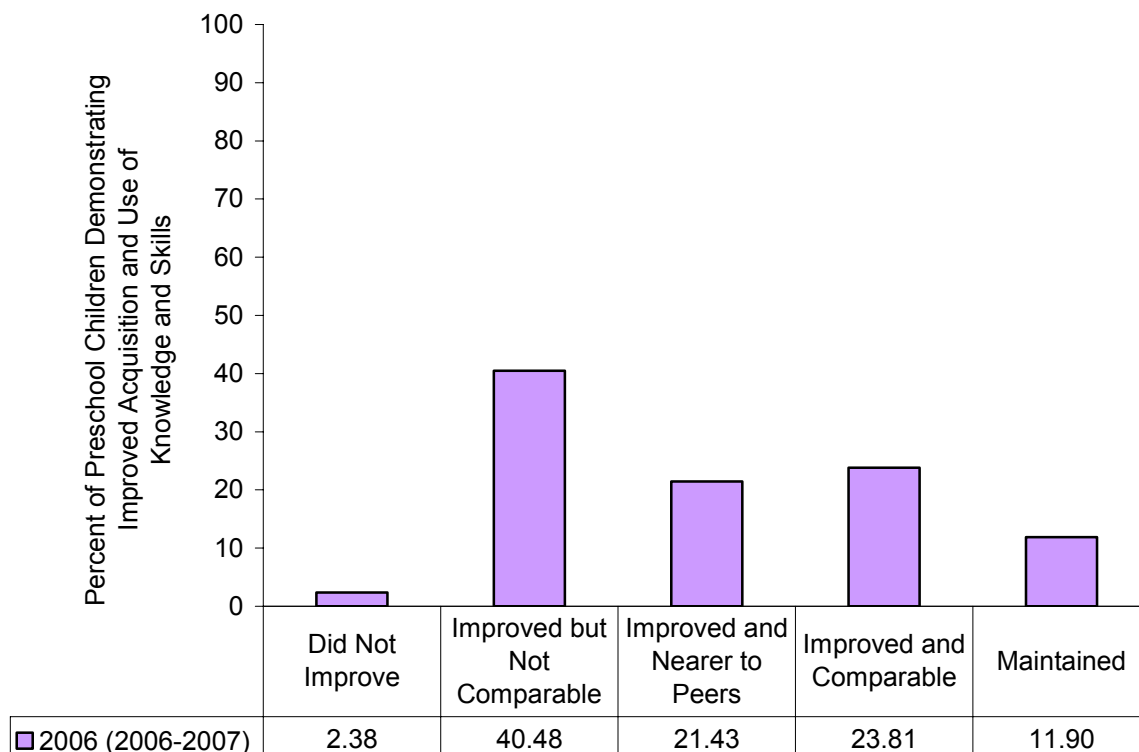


Figure B7.2 SEA Percent of Preschool Children with IEPs who Demonstrate Improved Acquisition and Use of Knowledge and Skills. Source. Information Management System Data Report, FFY 2006 (2006-2007).

Table B7.3
SEA Number and Percent of Preschool Children with IEPs who
Demonstrate Improved Acquisition and Use of Knowledge and Skills

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	1	17	9	10	5	42
Percent	2.38	40.48	21.43	23.81	11.90	100

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Figure B7.3 illustrates the percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs (measurement C) across reporting categories a through e. Table B7.4 provides the corresponding n sizes for measurement C.

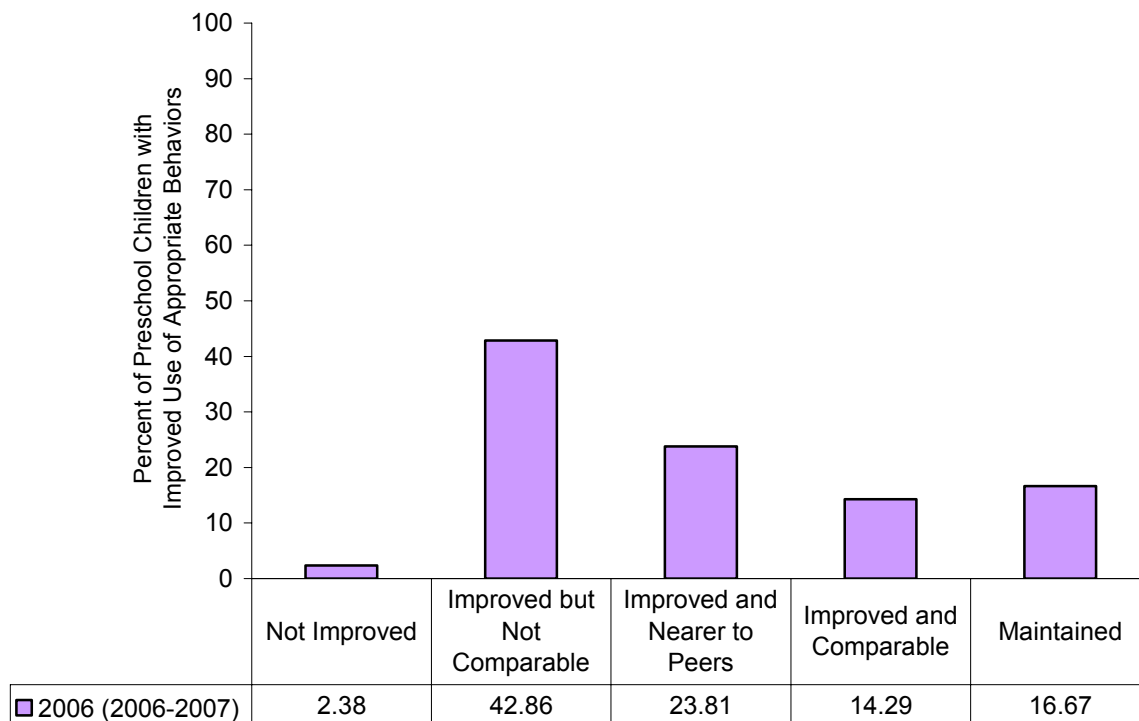


Figure B7.3 SEA Percent of Preschool Children with IEPs who Demonstrate Improved Use of Appropriate Behaviors to Meet their Needs. Source. Information Management System Data Report, FFY 2006 (2006-2007).

Table B7.4
SEA Number and Percent of Preschool Children with IEPs who Demonstrate Improved Use of Appropriate Behaviors to Meet their Needs

Category	Not Improved	Improved, Not Comparable	Improved and Nearer to Peers	Improved, Comparable	Maintained	Total
N	1	18	10	6	7	42
Percent	2.38	42.86	23.81	14.29	16.67	100

Source. Information Management System Data Report, FFY 2006 (2006-2007).

Actual numbers used in the calculations are provided. The number of children sum to 100%, data are consistent with the measurement, and no explanation of difference or variance is required.

Discussion of Baseline Data:

Progress data reported in the February 2010 SPP will be considered baseline data. As described in the Overview of Issue/Description of System or Process section, the SEA collects data on each of the three ECO areas for preschool children based on the revised measurement categories for every child whom enters early childhood special education services after June 30, 2006. The status of preschool children

entering special education in FFY 2005 (2005-2006) was based on the previous three measurement categories.

Children entering early childhood special education during FFY 2005 (2005- 2006) will not be included in the ECO data because entry data on these children did not provide sufficient information to determine their progress based on the 5 measurement categories established by OSEP in FFY 2006 (2006-2007).

Progress data was available for 42 children in FFY 2006 (2006-2007); however, the proportions of children in the reporting measurement categories may not be representative of children participating in early childhood special education services. The length of time the children in the report participated in services ranged from 6.05 - 10.22 months. The age range for children in the report ranged from 3.09 through 5.70 years. Most of the children who had entry data in FFY 2006 (2006-2007) are still participating in early childhood special education services, and will have exit data no sooner than FFY 2007 (2007-2008).

Of the 42 children included in the progress data reported for FFY 2006 (2006-2007), the largest single percentage of children in each measurement (A,B,C) are included in category b: children who improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers. Some children in each measurement did not improve functioning (category a), while the remainder of children experienced improvement sufficient to change the developmental trajectory (categories c and d).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not Applicable.
2006 (2006-2007)	Not Applicable.
2007 (2007-2008)	Not Applicable.
2008 (2008-2009)	Targets will be set based on baseline data.
2009 (2009-2010)	Progress will be assessed with respect to baseline data.
2010 (2010-2011)	Progress will be assessed with respect to baseline data.

Improvement Activities/Timelines/Resources:

Based on (1) the structure outlined in the Overview of State Performance Plan Development, (2) Iowa's System, (3) broad stakeholder input, and (4) current data, the improvement activities that were described throughout previous sections have been implemented during the FFY 2006 (2006-2007).

Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Improvement activities for FFY 2007 (2007-2008), and the projected duration of the activities in relation to the SPP, are detailed in Table B7.5.

Table B7.5
Proposed Activities for FFY 2007 (2007-2008) through Duration of SPP (FFY 2010 [2010-2011])

Activity	Personnel Resources Committed	Outcomes	Status	Projected Duration
Analysis of policies, procedures and practices. Develop a template for a statewide Educational Evaluation Report summarizing practices and procedures used for gathering data in the 3 ECO areas. Aligned with Indicator B11.	Two SEA staff	Child data and information is gathered on the three ECO areas through the process of completing an educational evaluation for preschool children.	Completed for FFY 2007 (2007-2008)	Completed FFY 2007 (2007-2008)
Verification of data. SEA conduct quarterly data verification reports to ensure the accuracy of every student's ECO information.	Three SEA staff	Valid and reliable ECO data for every child entering and exiting early childhood special education services.	Began in FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
Verification of data. Develop and provide ongoing training for AEA consultants and administrators, and data entry personnel statewide. Training includes the process of completing the ECO Summary form and correct data entry procedures.	One SEA staff and one IMS staff, AEA consultants, AEA administrators	AEA consultants and administrators were trained in ECO procedures statewide. AEA data entry staff trained to enter valid and reliable data.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
Verification of data. AEA provides training sessions for IEP Teams statewide. Training targets the process of completing the ECO Summary form and correct data entry procedures.	AEA Staff	IEP Teams trained in ECO procedures statewide.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
Technical assistance. Present a preliminary guidance document on evaluation and assessment procedures to AEA personnel.	Two SEA staff	Consistent statewide evaluation and assessment procedures for identifying children ages 3 – 21 with special needs.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)
Technical assistance. Provide professional development to AEAs and LEAs to implement procedures for evaluation, assessment and curriculum.	One SEA staff and Contracted Personnel	Trained AEA and LEA personnel.	Began in FFY 2006 (2006-2007) and ongoing for FFY 2007 (2007-2008)	Through FFY 2010 (2010-2011)

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)

Overview of the Annual Performance Report Development:

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. Least Restrictive Environment (LRE) data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 8, commentary suggested that OSEP accepted the SPP for the indicator, including the baseline data, measurable and rigorous targets, and improvement activities. Hence, the SEA will report on progress or slippage on the required measurement, the improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA, or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total number of respondent parents of children with disabilities)] times 100.

Measurable and Rigorous Target:

The provision of children/youth with IEPs provided a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) is a performance indicator. Therefore, each State was allowed by OSEP to set their own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets for the 2 subcomponents of this indicator.

For FFY 2006 (2006-2007), the measurable and rigorous targets are summarized below.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	<p>A. 72.50% of parents with a child (ages three to five) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</p> <p>B. 61.00% of parents with a child / youth (ages six through 21) receiving special education services report that schools facilitated parent involvement as a means of improving services and results for children / youth with disabilities.</p>

Actual Target Data for FFY 2006 (2006-2007):

Data reported below are generated from Iowa's I-STAR system. These data have been determined valid and reliable based on the integrity of the sampling methodology, survey response rates and representativeness of the samples they are based upon. The actual surveys used to generate the data are included at the conclusion of Indicator B8 as Appendix A.

States are allowed to select a sample of parents to receive the 619 and school-age surveys from which data are obtained for this indicator. As described on page two of the General Instructions, states must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail in Iowa's SPP for Indicator 8, updated for FFY 2006, and outlined here.

In order to obtain the sample for FFY 2006 (2006-2007), a representative sample of parents of children with IEPs was drawn from each AEA proportionately by population. Sample size was determined using a 95% confidence interval with a margin of error of +/-10%. The sample was drawn with a high level of confidence in order to ensure representativeness, and responses were later assessed for representativeness by age, race and gender (see tables B8.1 – B8.6). (Please note that Iowa does not collect information on disability category.)

In addition to the necessary sample size, an alternate sample of 30% was drawn to be used, if necessary, when repeated attempts to contact the original selected parent(s) failed.

A response rate of 100% was achieved using the original and alternate samples.

Survey responses that included missing answers or answers marked "not applicable" were included in the data analyses, but the missing data points were not included in either the numerator or denominator in determining the overall opinion of the respondent. Missing data were deleted case-wise rather than list-wise.

Selection bias was avoided to the largest possible extent by randomizing the selection of participants, giving the contact information of potential participants to personnel administering the survey in random order, and providing a script to personnel administering the survey. Response data were then analyzed to determine the extent to which bias based on age, race or gender were pervasive in the data (see tables B8.1 – B8.6).

Survey response data for FFY 2006 (2006-2007) were assessed for similarity or difference of the sample to the population of students with disabilities. Tables B8.1, B8.2 and B8.3 present the representativeness of survey responses by age (B8.1), race/ethnicity (B8.2), and gender (B8.3) for the 619 survey (ages 3-5).

Tables B8.4, B8.5 and B8.6 present analogous data for the school-aged survey (ages 6-21) with respect to age (B8.4), race/ethnicity (B8.5), and gender (B8.6).

In analyzing the data, the Iowa Department of Education interprets that the 619 survey responses (ages 3-5) were representative of the population. The largest discrepancies occurred in age, where parents of three-year-olds were over-sampled by 7.71% and parents of five-year-olds were under-sampled by 5.70%. Parents of children from the African-American subgroup were under-sampled by 1.47%, while parents of children from the Caucasian subgroup were over-sampled by 2.67%. Parents of females aged 3-5 were over-sampled by 0.60%, and parents of males were under-sampled by the same 0.60%.

For the school-age survey, the Iowa Department of Education interprets that the sample was sufficiently representative of the population for general inference to be made. In examining survey responses by age (Tables B8.1 and B8.4), the largest discrepancy between sample representativeness and population was for parents of 10-year-olds (under-sampled by 1.25%). In examining survey responses by race/ethnicity (Tables B8.2 and B8.5), parents of children from the African-American subgroup (ages 6-21) were under-sampled by 4.18%; parents of children in the Caucasian subgroup (ages 6-21) were over-sampled by 5.27%. In examining survey responses by gender (Tables B8.3 and B8.6), parents of school-aged females were over-sampled by 1.03%, and parents of school-aged males were under-sampled by 1.03%.

Based on analyses of these data, the SEA has determined that the sample obtained with respect to age, race or gender was representative for both the 619 and the school-age survey.

Table B8.1
Representativeness of Survey Responses by Age, 619

Age			
<i>Population Percent</i>			
3	4	5	TOTAL
22.05	33.38	44.57	100
<i>Response Percent</i>			
3	4	5	TOTAL
29.76	31.37	38.87	100
<i>Percent Difference</i>			
3	4	5	
7.71	-2.00	-5.70	

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note: N=866.

Table B8.2
Representativeness of Survey Responses by Race/Ethnicity, 619

Race/Ethnicity					
<i>Population Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
1.60	5.16	5.18	0.31	87.76	100
<i>Response Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.92	3.69	4.61	0.35	90.43	100
<i>Percent Difference</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.67	-1.47	-0.56	0.04	2.67	

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note N=866.

Table B8.3
Representativeness of Survey Responses by Gender, 619

Gender		
<i>Population Percent</i>		
Female	Male	TOTAL
29.62	70.38	100
<i>Response Percent</i>		
Female	Male	TOTAL
30.22	69.78	100
<i>Percent Difference</i>		
Female	Male	
0.60	-0.60	

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note: N=866.

Table B8.4
Representativeness of Survey Responses by Age, School Age

Age																
<i>Population Percent</i>																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
4.94	5.82	6.98	7.63	8.03	8.10	8.57	8.72	9.45	9.28	9.20	7.84	3.90	1.03	0.46	0.07	100
<i>Response Percent</i>																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
5.92	5.72	7.10	7.30	9.27	7.89	8.68	8.38	9.27	8.28	10.36	6.80	3.45	0.99	0.59	0.00	100
<i>Percent Difference</i>																
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
0.98	-0.10	0.12	-0.33	1.25	-0.21	0.11	-0.34	-0.18	-1.00	1.15	-1.04	-0.45	-0.04	0.13	-0.07	

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note: N=1038.

Table B8.5
Representativeness of Survey Responses by Race/Ethnicity, School Age

Race/Ethnicity					
<i>Population Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.92	8.72	5.67	0.62	84.08	100
<i>Response Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
5.00	4.54	4.83	0.79	89.35	100
<i>Percent Difference</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	
4.08	-4.18	-0.84	0.17	5.27	

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note: N=1038.

Table B8.6
Representativeness of Survey Responses by Gender, School Age

Gender		
<i>Population Percent</i>		
Female	Male	TOTAL
35.66	64.34	100
<i>Response Percent</i>		
Female	Male	TOTAL
36.69	63.31	100
<i>Percent Difference</i>		
Female	Male	
1.03	-1.03	

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note: N=1038.

Figure B8.1 presents the State baseline, measurable and rigorous targets and actual target data through FFY 2006 (2006-07) for the percentage of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2005 (2005-2006) indicated that 72.50% of parents with a child (ages three to five) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2006 (2006-2007) the percentage increased to 74.60% of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The numbers used in the calculation are summarized in Table B8.9 (page 90).

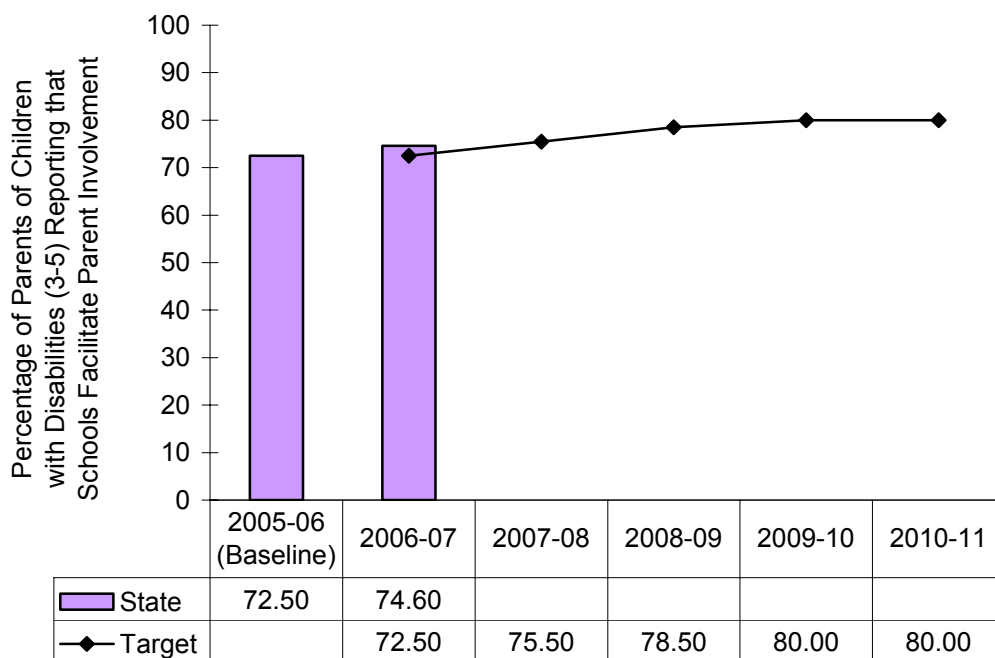


Figure B8.1. Two-Year Trend for Percentage of Parents with a Child (ages 3 to 5) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. Source. Iowa I-STAR System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

The State of Iowa met its measurable and rigorous target for measurement 8A, for FFY 2006 (2006-2007) and showed improvement of 2.10% from FFY 2005 (2005-2006).

Figure B8.2 presents the State baseline, measurable and rigorous targets and actual target data through FFY 2006 (2006-07) for the percentage of parents with children/youth (ages six through 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target data from FFY 2005 (2005-2006) indicated that 61.00% of parents with children/youth (ages six through 21) receiving special education services reported that schools facilitated parent involvement as a means of improving services and results for children with disabilities, while in FFY 2006 (2006-2007) the percentage increased to 61.46% of parents with children/youth (ages six through 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities. The numbers used in the calculation are summarized in Table B8.10 (page 90).

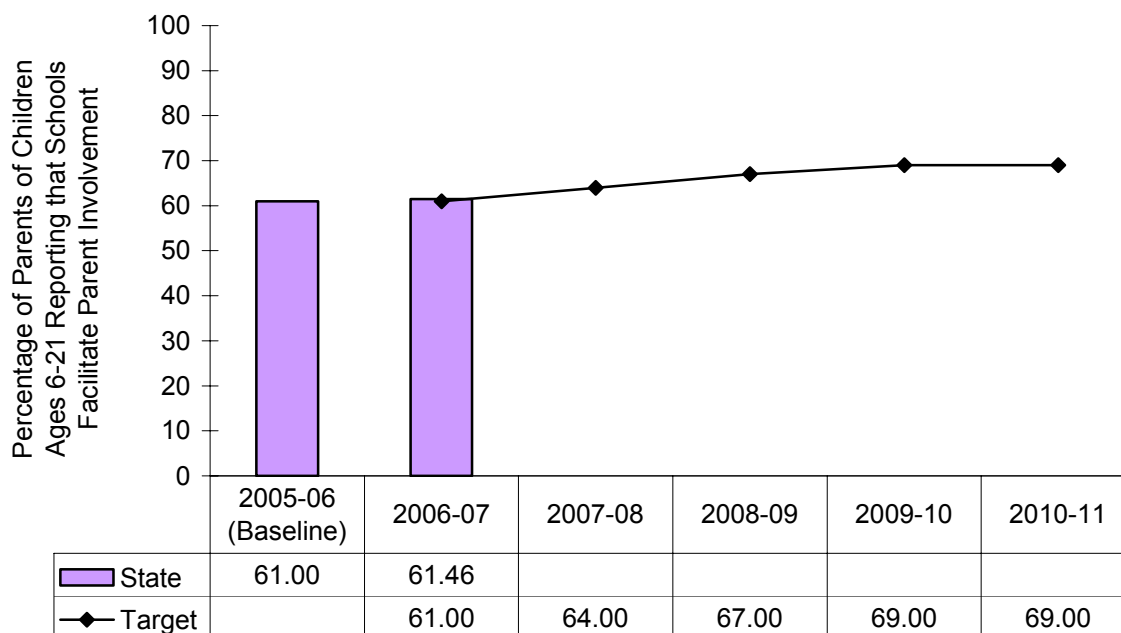


Figure B8.2. Two-Year Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities. Source. Iowa I-STAR System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

The State of Iowa met its measurable and rigorous target for measurement 8B, for FFY 2006 (2006-2007) and showed improvement of 0.46% from FFY 2005 (2005-2006).

The summaries above address the measurement and reporting requirements of OSEP for Indicator 8.

Figure B8.3 presents the percentage of parents with a child (ages three to five) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities, disaggregated by AEA. Actual numbers used in the calculation are summarized in Table B8.9.

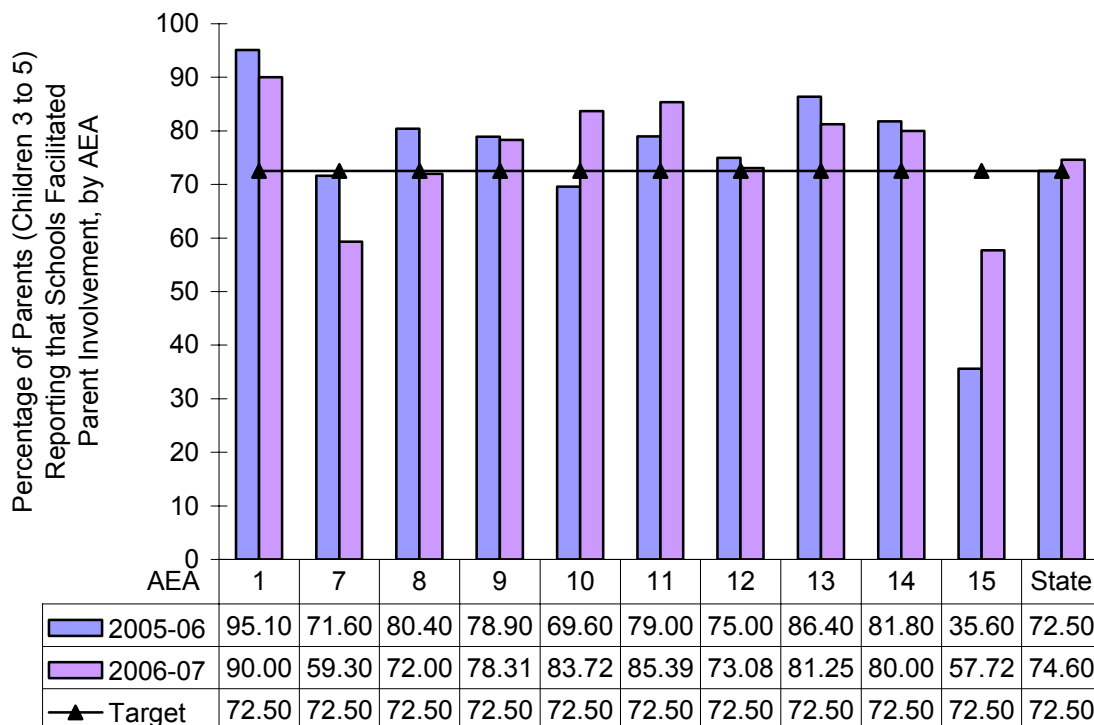


Figure B8.3. Two-Year Trend for Percentage of Parents with a Child (ages three to five) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. *Source. Iowa I-STAR System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).*

In FFY 2005 (2005-2006), percentages of parents reporting facilitation of involvement exceeded the State measurable and rigorous target in 7 of 10 AEAs (70.00%). In FFY 2006 (2006-2007), one AEA changed from exceeding the target to not meeting the target (AEA 8), while one AEA went from not meeting the target to exceeding the target (AEA 10). The percent of AEAs exceeding the target remains at 70.00%.

Figure B8.4 presents the percentage of parents with children / youth (ages six through 21) receiving special education services reporting that schools facilitated parent involvement as a means of improving services and results for children with disabilities, disaggregated by AEA. Actual numbers used in the calculations are summarized in Table B8.10.

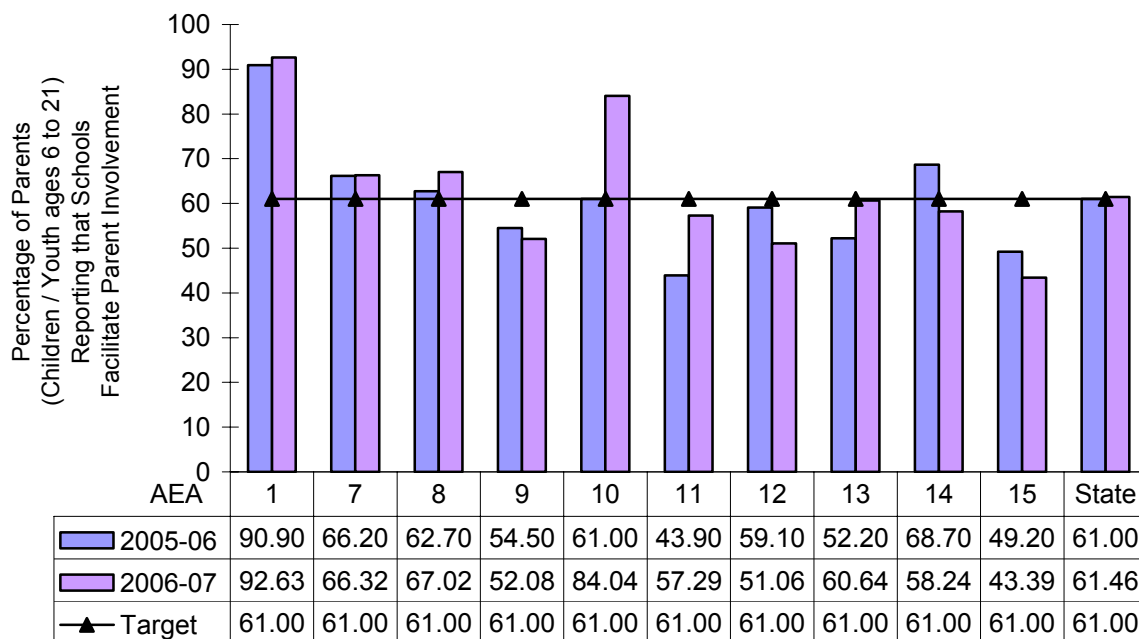


Figure B8.4. Two-Year Trend for Percentage of Parents with Children / Youth (ages 6 to 21) Receiving Special Education Services Reporting that Schools Facilitated Parent Involvement as a Means of Improving Services and Results for Children with Disabilities, Disaggregated at the AEA level. Source: Iowa I-STAR System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

In FFY 2005 (2005-2006), percentages of parents reporting facilitation of involvement exceeded the State measurable and rigorous target in 5 of 10 AEAs (50.00%). In FFY 2006 (2006-2007), 4 of 10 AEAs met or exceeded the measurable and rigorous target.

Table B8.7 presents the number and percent of responses by AEA for the 619 survey. Table B8.8 presents analogous information for the school-age survey.

N-sizes are provided in compliance with the OSEP request that the actual numbers used in the calculations for Indicator 8 be made available, per the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid (10/19/07). Data are consistent with measurement, and no explanation of variance is required.

Table B8.7
Number and Percent of Survey Responses, 619, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
Number	80	86	75	83	86	89	78	80	60	149	866
Percent	9.24	9.93	8.66	9.58	9.93	10.28	9.01	9.24	6.93	17.21	100

Source: Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note N=866. AEAs 15 and 16 merged into the current AEA 15 in FFY 2006 (2006-2007), hence the larger sample size for AEA 15.

Table B8.8
Number and Percent of Survey Responses, School-Age, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
Number	95	95	94	96	94	96	94	94	91	189	1038
Percent	9.15	9.15	9.06	9.25	9.06	9.25	9.06	9.06	8.77	18.21	100

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note: N=1038. AEA 15 and 16 merged into the current AEA 15 in FFY 2006 (2006-2007), hence the larger sample size for AEA 15.

Table B8.9 presents the number of parent agreements, the number of parents sampled, and the percent agreement by AEA and State for the 619 survey. Table B8.10 presents analogous information for the school-age survey.

N-sizes are provided in compliance with the OSEP request that the actual numbers used in the calculations for Indicator 8 be made available, per the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid (10/19/07). Data are consistent with measurement, and no explanation of variance is required.

Table B8.9
Parents in Agreement, Parents Sampled, and Percent Agreement, 619, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
Parents in Agreement	72	51	54	65	72	76	57	65	48	86	646
Parents Sampled	80	86	75	83	86	89	78	80	60	149	866
Percent Agreement	90.00	59.30	72.00	78.31	83.72	85.39	73.08	81.25	80.00	57.72	74.60

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note N=866. AEA 15 and 16 merged into the current AEA 15 in FFY 2006 (2006-2007), hence the larger sample size for AEA 15.

Table B8.10
Parents in Agreement, Parents Sampled, and Percent Agreement, School-Age, by AEA and State

AEA	1	7	8	9	10	11	12	13	14	15	State
Parents in Agreement	88	63	63	50	79	55	48	57	53	82	638
Parents Sampled	95	95	94	96	94	96	94	94	91	189	1038
Percent Agreement	92.63	66.32	67.02	52.08	84.04	57.29	51.06	60.64	58.24	43.39	61.46

Source. Iowa's Information Management System and I-Star System, FFY 2006 (2006-2007).

Note: N=1038. AEA 15 and 16 merged into the current AEA 15 in FFY 2006 (2006-2007), hence the larger sample size for AEA 15.

Summary of Expected Actions of SEA for Indicator 8

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 8, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B8.11.

Table B8.11
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status / Next Steps
Verification of data. The SEA developed and implemented a data sampling plan to collect information on school facilitation of parental involvement in order to improve student success.	Sampling plan provided data determined to be representative of Iowa parents with children on IEPs.	Sampling validated annually through FFY 2010 (2010-2011)
Verification of data. The SEA utilized a survey developed by NCSEAM to answer the question of whether schools facilitate parental involvement as a means of improving services and supports for children on IEPs.	Survey provided data determined to be representative of Iowa parents with children on IEPs.	Continued administration for Indicator B8 through FFY 2010 (2010-2011)
Analysis of data to identify concerns. The SEA analyzed data at the AEA and State levels.	Data were compared against the State averages to determine if areas assessed were problematic.	Continued administration for Indicator B8 through FFY 2010 (2010-2011)
Technical assistance. The SEA provided training on survey administration and processes through the PEC.	Surveyors effectively administered survey to parents.	Continued administration for Indicator B8 through FFY 2010 (2010-2011)
Technical assistance. The SEA funded and supported the Parent-Educator Connection Program in each AEA, which provided opportunities for PEC coordinators across the State to acquire information relevant to families and educators working in partnership for children with disabilities.	Four informational distance learning sessions were held to address new programs, ideas and services available to families of children with disabilities. Four face-to-face meetings were held with parents to work on special projects, including the development of documents and processes to include families and develop annual plans.	Continued for Indicator B8 through FFY 2010 (2010-2011)

Activity	Measurable Outcomes	Status / Next Steps
Technical assistance. The SEA conducted and held the annual statewide Parent-Educator Connection conference.	The conference provided information to families and educators regarding services and supports necessary to benefit students with disabilities.	Continued for Indicator B8 through FFY 2010 (2010-2011)
Technical assistance. The SEA required each PEC program to file an annual update and final report for their activities and work.	The SEA ensured that each PEC program was designed to meet the needs of its region through review of annual updates and final reports.	Continued for Indicator B8 through FFY 2010 (2010-2011)
Technical assistance. The SEA provided funds to and collaborated with the Iowa Parent Training and Information Center (PTIC) to work with the specific issues of disproportionality and minority families.	The SEA accepted work plans proposed by the PTIC and worked collaboratively to develop activities focused on minority families and on the issue of Disproportionality.	Completed for FFY 2006 (2006-2007)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows. The State of Iowa improved in percentage of parents (children 3 to 5) reporting that the school facilitated involvement, from FFY 2005 (2005-2006) to FFY 2006 (2006-2007), and met the measurable and rigorous target for FFY 2006 (2006-2007). The SEA explains this progress through improvement in parent perceptions at the AEA and regional levels, with some AEAs needing to attend to parent report data.

The State of Iowa improved in percentage of parents (children six through 21) reporting that the school facilitated involvement, from FFY 2005 (2005-2006) to FFY 2006 (2006-2007), and met the measurable and rigorous target for FFY 2006 (2006-2007). The SEA explains this progress through improvement in parent perceptions at the AEA levels, with most AEAs needing to attend to parent report data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

There are no changes or revisions to improvement activities described in the SPP.

Parent Survey – Preschool Special Education

Interviewer _____

Student Name: _____

Phone Number: _____ Alternate number: _____

Attempt dates: _____

1 _____ 2 _____ 3 _____

Entered into computer _____

Data Entry person _____

This is a survey for parents of children receiving preschool special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. In responding to each statement, think about your experience and your child's experience with preschool special education over the past year. You may skip any item that you feel does not apply to you or your child.

Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
1. I am considered an equal partner in planning my child's preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am part of the IEP/IFSP decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. IEP/IFSP meetings are scheduled at a time and place that are convenient for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My recommendations are included on the IEP/IFSP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My child's IEP/IFSP covers all the things it should.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child's IEP/IFSP tells how my child's progress will be measured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child's IEP/IFSP goals are written in a way that I can work on them at home during daily routines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My child receives his/her preschool special education services with children without disabilities to the maximum extent possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. If my child's services are provided only with children with disabilities, a written explanation of this is on the IEP/IFSP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I was offered special assistance (e.g., childcare or transportation) so that I could participate in the IEP/IFSP meeting(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My child's evaluation report was written using words I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
12. The preschool special education program involves parents in evaluations of whether preschool special education is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I have been asked for my opinion about how well preschool special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My child transitioned from early intervention (birth to 3 program) to preschool special education without a break in services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
<i>People from preschool special education, including teachers and other service providers:</i>								
15. My child received all the supports for transition listed in our IFSP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. -helped my child have a smooth transition to preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. -are knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. -are willing to learn about the needs of my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. -expect positive outcomes for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. -seek out family input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. -seek out information regarding my child's disability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. -provide me with clear written information about my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. -provide me with information in my native language or in another language I understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. -provide me with information on how to get other services (e.g., childcare, parent support, respite, regular preschool program, WIC, food stamps).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. -are available to speak with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
<i>People from preschool special education, including teachers and other service providers:</i>								
26. -have a person on staff that is available to answer parents' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. -treat me as an equal team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. -encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. -respect my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. -value my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. -ensure that I have fully understood my rights related to preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. -communicate regularly with me regarding my child's progress on IEP/IFSP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. -give me options concerning my child's services and supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. -provide services to my child in a timely way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preschool Special Education Partnership Efforts and Quality of Services								
	Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
35. -provide my child with all the services listed on my child's IEP/IFSP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. -consult with me to set appropriate learning goals for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. -provide me with strategies to deal with my child's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. -give me enough information to know if my child is making progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. -give me information about the approaches they use to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. -give me information about the research that supports the approaches they use to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. -give me information about organizations that offer support for parents (for example, Parent Training and Information Centers, Family Resource Centers,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
42. -offer children without disabilities and their families the opportunity to learn about children with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. -work together with my child's preschool program (e.g., preschool, child care or Head Start) to carry out my child's IEP/IFSP plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. -offer parents training about preschool special education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. -offer parents different ways of communicating with people from preschool special education (e.g., face-to-face meetings, phone calls, e-mail).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. -explain what options parents have if they disagree with a decision made by the preschool special education program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. -invite parents to help train staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. -give parents the help they may need, such as transportation, to play an active role in their child's learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. -offer supports for parents to participate in training workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. -connect families with one another for mutual support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

National Center for Special Education
 Accountability Monitoring
<http://www.monitoringcenter.lsuhscc.edu>
 2006

Parent Survey – K12 Special Education

Completed:(yes or moved to next name)

Interviewer _____

Student Name: _____

Phone Number: _____

Alternate number: _____

Attempt dates:

1 _____

2 _____

3 _____

Entered into web system _____

By _____

This is a survey for parents of students receiving special education services. Your responses will help guide efforts to improve services and results for children and families. For each statement below, please select one of the following response choices: very strongly disagree, strongly disagree, disagree, agree, strongly agree, very strongly agree. You may skip any item that you feel does not apply to you or your child.

		Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
Schools efforts to partner with parents									
1.	I am considered an equal partner with teachers and other professionals in planning my child's program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	At the IEP meeting, we discussed how my child would participate in statewide assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	At the IEP meeting, we discussed accommodations and modifications that my child would need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	All of my concerns and recommendations were documented on the IEP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Written justification was given for the extent that my child would not receive services in the regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	I was given information about organizations that offer support for parents of students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	I have been asked for my opinion about how well special education services are meeting my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	My child's evaluation report is written in terms I understand.								
10.	Written information I receive is written in an understandable way.								
11.	Teachers are available to speak with me.								
12.	Teachers treat me as a team member								

		Very Strongly disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	N/A	Don't Know
<i>Teachers and administrators</i>									
13	-seek out parent input.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	-show sensitivity to the needs of students with disabilities and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	-encourage me to participate in the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	-respect my cultural heritage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	-ensure that I have fully understood the Procedural Safeguards [the rules in federal law that protect the rights of parents]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>The school:</i>									
18	- has a person on staff who is available to answer parents' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	- communicates regularly with me regarding my child's progress on IEP goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	- gives me choices with regard to services that address my child's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21	- offers parents training about special education issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	- offers parents a variety of ways to communicate with teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	- gives parents the help they may need to play an active role in their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	- provides information on agencies that can assist my child in the transition from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	explains what options parents have if they disagree with a decision of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

National Center for Special Education
 Accountability Monitoring
<http://www.monitoringcenter.lsuhsd.edu>

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by SEA staff reviewing baseline data, targets and improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), the Area Education Agencies (AEA) administration, and the Iowa Department of Education staff.

Stakeholder groups with representatives of individuals with disabilities, parents, educators, administrators, private adult providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set priorities, and suggest improvement activities. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2005 (2005-2006) Response Letter to Iowa, OSEP analyzed Iowa's data for Indicator 9 from FFY 2005 (2005-2006) and summarized that the State provided targets and improvement activities and OSEP accepts the SPP for this indicator.

However, OSEP's analysis for this indicator was that:

The State identified 0.8% of districts with disproportionate representation that was the result of inappropriate identification, but did not describe how the State made that determination (e.g., monitoring data, review of policies, procedures and practices, etc.). The State reported only that Using the Composition Index, analysis of the data indicated that three of 365 school districts have disproportionate representation because of inappropriate identification practices. The State also reported that in FFY 2005, its Special Education Eligibility Standards were revised to address disproportionate representation issues that would result through the evaluation process but gave no indication that this review was related to its determination that the 3 districts had disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification.

OSEP's instructions for Indicator 9 require the State to include a description of how the State determined that disproportionate representation of racial and ethnic groups in special education and related services that the State identified was the result of inappropriate identification, (e.g., monitoring data, review of policies, procedures and practices, etc.). The State must describe, in its FFY 2006 APR, how the State made that determination for the 3 districts identified in the FFY 2005 APR. The State must describe, in its FFY 2006 APR, how the State makes that determination for districts identified with disproportionate representation in the FFY 2006 APR, even if the determination occurs in the Fall of 2007. In reporting on Indicator 9, the State reported that it examined data for four racial and ethnic groups present in the State, but did not report that it examined data on Whites. Under 34 CFR §300.600(d)(3) a State may, in reviewing data for each race ethnicity category, do so in a statistically appropriate manner, and may set an "n" size that applies to all racial and ethnic groups, but it must review data for all race and ethnic groups meeting that "n" size that are present in any of its LEAs. Therefore, we conclude that the State is not complying with 34 CFR §300.600(d)(3). To correct this noncompliance, the State, in its FFY 2006 APR, must describe and report on, its review of data and information for all race ethnicity categories in the State to determine if there is disproportionate representation that is the result of inappropriate identification for both FFY 2005 and FFY 2006. In addition, OSEP is concerned that the State identifies disproportionate representation using the composition index cutoff of +10% to identify overrepresentation for District and AEA Equity Reviews. It appears to OSEP that the State only considers data on overrepresentation of racial and ethnic groups in special education and related services. Indicator 9, pursuant to 34 CFR §300.600(d)(3), requires States to identify disproportionate representation, both overrepresentation and underrepresentation, of racial and ethnic groups in special education and related services. If the State did not examine data on underrepresentation, we conclude that the State is not complying with 34 CFR §300.600(d)(3). To

correct this noncompliance, the State must provide, in its FFY 2006 APR, information demonstrating that it has examined data for FFY 2005 and FFY 2006 for both overrepresentation and underrepresentation of races and ethnicities in special education and related services.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at:

<http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at:

<http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (number of districts in the State)] times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

AEAs are the subrecipients of Part B funds in the State of Iowa and are considered Iowa’s LEAs for the purposes of reporting in the SPP and APR, as reflected in Iowa’s State Eligibility Document on file with OSEP. In addition, because Iowa’s Area Education Agencies carry primary responsibility for conducting child-find activities, data for Indicator 9 were examined at the AEA level.

In the paragraphs that follow, (a) Iowa’s definition of Disproportionate Representation, (b) measurement strategy for determining disproportionate representation, (c) “n” used for calculations, and (d) process for determining if Disproportionate Representation was a result of Inappropriate Identification, will be summarized.

State Definition of Disproportionate Representation. Consistent with the Disproportionality: Discussion of SPP/APR Response Table Language (North Central Regional Resource Center), in response to the OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and in accordance with 34 CFR § 300.600 (d) (3), Iowa defines “disproportionate representation” as occurring when one or more of the following statements are true, for any of the five ethnicities examined:

- A. Overrepresentation occurs when the weighted risk ratio or alternate risk ratio is greater than 2.00 and the risk gap is greater than 1.00.

- B. Underrepresentation occurs when the weighted risk ratio or alternate risk ratio is less than 0.25 and the risk gap is less than -1.00.

In defining disproportionate representation to include an index of underrepresentation, Iowa has addressed OSEP's concern that *the State only considers data on overrepresentation of racial and ethnic groups in special education and related services. Indicator 9, pursuant to 34 CFR §300.600(d)(3), requires States to identify disproportionate representation, both overrepresentation and underrepresentation, of racial and ethnic groups in special education and related services.*

Measurement of Disproportionate Representation. In FFY 2007 (2007-2008) Iowa changed calculations used to determine "disproportionate representation" from composition index to weighted risk ratio and risk gap. Iowa has addressed OSEP's concern that *the State identifies disproportionate representation using the composition index cutoff of +10% to identify overrepresentation for District and AEA Equity Reviews.*

Changing definition provides the added advantages of using the weighted risk ratio, and use of the risk gap provides *multiple measures* on which disproportionate representation is examined.

In applying the weighted risk ratio, the size of a risk ratio is not dependent upon the composition of the State or district's total enrollment. In addition, the size of a risk ratio is not dependent on differences in overall special education identification rates. Weighted risk ratios, therefore, can be directly compared across districts and ranked in order to target assistance efforts.

Pursuant to the Disproportionality: Discussion of SPP/APR Response Table Language (North Central Regional Resource Center), the OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and 34 CFR § 300.600 (d) (3), data on overrepresentation and underrepresentation were analyzed retroactive to FFY 2005 (2005-2006).

The race/ethnicity categories used were: African American, Hispanic, Asian, American Indian and Caucasian. The formula for the weighted risk ratio is:

$$\text{Weighted risk ratio} = \frac{R_i}{\sum_{j \neq i} w_j R_j} = \frac{(1-p_i) R_i}{\sum_{j \neq i} p_j R_j}$$

where R_i is the district-level risk for racial/ethnic group i , and p_i is the State-level proportion of students from racial/ethnic group i . R_j is the district-level risk for the j -th racial/ethnic group, and p_j is the State-level proportion of students from the j -th racial/ethnic group.

An alternate risk ratio is calculated if there are at least 10 students with IEPs in the ethnic group of interest, but fewer than 10 students with IEPs in the comparison group. The alternate risk ratio is calculated by modifying the above equation so that the district-level risk for the racial/ethnic group (R_i) is divided by the State-level risk for all other students.

The risk gap is calculated as:

$$\text{Risk gap} = \text{Weighted risk ratio}_i - \text{Weighted risk ratio}_{\text{caucasian}}$$

Cell Sizes for Calculating Disproportionate Representation. Because of the large number of schools in Iowa with low ethnic enrollment, the cell sized used for calculating weighted risk ratio, alternate risk ratio, and risk gap, was set at 10. Iowa believes this "n" is statistically appropriate given the composition of schools in Iowa.

As summarized in OSEP's Response Letter to Iowa:

Under 34 CFR §300.600(d)(3) a State may, in reviewing data for each race ethnicity category, do so in a statistically appropriate manner, and may set an "n" size that applies to all racial and ethnic groups, but

it must review data for all race and ethnic groups meeting that “n” size that are present in any of its LEAs.

In using a cell size of 10 and in clarifying use of this cell size, Iowa believes that OSEPs response to Iowa on cell size has been addressed.

Determining if Disproportionate Representation is Due to Inappropriate Practices.

Iowa has a multi-tiered process for reviewing policies, procedures, and practices to determine if disproportionate representation is due to inappropriate identification practices.

The process in place uses multiple methods (desk audit, interview, survey, self-study) on multiple sources (policies, procedures, practices). Disproportionate representation as a function of inappropriate identification practices is determined by desk audits of state policies for alignment with federal requirements, desk audits of child-find practices of Area Education Agencies, desk audit of district policies on provision of special education, AEA self-study on preparation of staff for cultural sensitivity and diversity, and through surveys of evaluation practices of Area Education Agency and school district personnel.

AEA surveys target prereferral practices including extent to which data are used in generating referrals for special education evaluation, presence of and quality of building assistance teams, assistance provided by AEA staff, school culture on prereferral practices, special education placement rates of children who completed interventions in general education, use of intervention data in IEP development, and relationship between the AEA and LEA staff. Teams at the school building level provide information on school culture and climate toward diversity, cultural sensitivity, data-based decision-making, accommodative practices, and general building climate.

An SEA team reviews all data and determines if policies and practices required by federal legislation and by Iowa statute are present. The team then determines if practices associated with appropriate identification are present in sufficient quantity and quality. AEAs are notified of results of the review, of any corrective actions needed, timelines of corrective actions, and proof needed to demonstrate compliance with the corrective actions.

Measurable and Rigorous Target:

For Indicator 9 (percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification), the designated levels of performance desired for both FFY 2005 (2005-2006) and FFY 2006 (2006-2007), is summarized in the box below.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification
2006 (2006-2007)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification

Actual Target Data for FFY 2005 (2005-2006):

As was summarized in the *Overview of the Annual Performance Report Development*: Iowa is required in the FFY 2006 (2006-2007) APR, to correct data reporting and review of disproportionate representation for both FFY 2005 (2005-2006) and FFY 2006 (2006-2007), even if the correction was not done until FFY 2007 (2007-2008).

Data analyzed for FFY 2005 (2005-2006) are the same data reported to OSEP for Iowa's child count. The numbers used in the calculations are summarized in Table B9.1.

Table B9.1
Raw Numbers Used to Generate Calculations, FFY 2005 (2005-2006)¹

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1

PAGE 7 OF 8

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043
FORM EXPIRES: 8/31/2007

2005

STATE: IA - IOWA

SECTION D

RACE/ETHNICITY	RACE/ETHNICITY OF CHILDREN AND YOUTH AGES 6-21 RECEIVING SPECIAL EDUCATION						COMPUTED RACE/ ETHNICITY TOTALS	NUMBER OF 6-21 REPORTED
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL		
MENTAL RETARDATION	76	100	1009	599	9445	11229	11229	11229
HEARING IMPAIRMENTS	2	17	50	44	654	767	767	767
SPEECH OR LANGUAGE IMPAIRMENTS	40	80	506	356	6062	7044	7044	7044
VISUAL IMPAIRMENTS	1	2	13	8	145	169	169	169
EMOTIONAL DISTURBANCE	51	52	699	317	5623	6742	6742	6742
ORTHOPEDIC IMPAIRMENTS	5	7	57	43	690	802	802	802
OTHER HEALTH IMPAIRMENTS	7	5	54	21	576	663	663	663
SPECIFIC LEARNING DISABILITIES	237	324	3057	1969	31519	37106	37106	37106
DEAF-BLINDNESS	0	0	0	0	2	2	2	2
MULTIPLE DISABILITIES	2	5	27	18	331	383	383	383
AUTISM	9	22	87	49	1053	1220	1220	1220
TRAUMATIC BRAIN INJURY	1	1	16	8	186	212	212	212
DEVELOPMENTAL DELAY*	0	0	0	0	0	0	0	0
TOTAL (Sum of all the above)	431	615	5575	3432	56286	66339	66339	66339
COMPUTED TOTALS	431	615	5575	3432	56286	66339		

* States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-5

¹Data disaggregated by AEA were used in the actual calculations.

Source: Iowa 618 Table 1, FFY 2005 (2005-2006).

Table B9.2 summarizes the weighted risk ratio (or alternate risk ratio) and weighted risk gap, for all AEAs, for data from FFY 2005 (2005-2006). The indices of disproportionate representation, based on Iowa's definition of over- and under-representation, that exceed Iowa's thresholds, are highlighted. AEAs requiring reviews of policies, procedures, and practices, are highlighted.

Table B9.2
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2005 (2005-2006)

	Exceeds Iowa's threshold of weighted or alternate risk ratio > 2.00 (over) or < 0.25 (under)									
	Exceeds Iowa's threshold of risk gap > 1.00 (over) or < 1.00 (under)									
	AEA must undergo review of policies, procedures, and practices to determine if disproportionate representation was due to inappropriate identification.									
	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	WRR	GAP	WRR	GAP	WRR	GAP	WRR	GAP	WRR	ALT
AEA 1	1.87	0.96	0.78	-0.13	0.41	-0.49	NA	NA	0.90	NA
AEA 267	1.57	0.64	0.88	-0.05	0.38	-0.55	1.05	0.12	0.93	NA
AEA 8	1.54	0.73	1.07	0.26	0.63	-0.17	1.90	1.10	0.81	NA
AEA 9	1.56	0.64	0.90	-0.02	0.47	-0.45	0.84	-0.08	0.92	NA
AEA 10	2.01	1.27	1.05	0.30	0.45	-0.29	1.08	0.33	0.74	NA
AEA 11	2.05	1.30	0.96	0.21	0.48	-0.28	0.97	0.21	0.76	NA
AEA 12	1.34	0.39	0.86	-0.11	0.56	-0.43	1.28	0.30	0.98	NA
AEA 13	1.19	0.17	0.85	-0.18	0.56	-0.47	1.71	0.68	1.03	NA
AEA 14	0.99	-0.18	0.85	-0.31	0.71	-0.46	NA	NA	1.16	NA
AEA 15	1.24	0.07	0.67	-0.50	0.45	-0.72	0.90	-0.28	1.18	NA
State of Iowa	1.72	0.86	0.89	0.02	0.47	-0.39	1.10	0.24	0.86	NA
N=10	WRR = weighted risk ratio									
	GAP = weighted risk gap (risk for race/ethnicity - risk for whites)									
	ALT = alternate risk ratio									

Source: Project EASIER, FFY 2005 (2005-2006), Information Management System FFY 2005 (2005-2006).

For FFY 2005 (2005-2006), 2 of 10 AEAs had disproportionate representation of African-American students (over-represented), meaning the data for the AEA on Indicator 9 met or exceeded the criterion of weighted risk ratio or alternate risk ratio greater than 2.00 and risk gap greater than 1.00. The SEA is required to determine through reviews of policies, procedures, and practices, if the disproportionate representation was due to inappropriate identification.

For FFY 2005 (2005-2006), no AEAs (0%) had disproportionate under-representation. Zero of 10 AEAs (0%) met or exceeded the criterion of weighted risk ratio or alternate risk ratio less than 0.25 and risk gap less than -1.00. The SEA was not required to engage in review of policies, procedures, to determine if disproportionate underrepresentation was a result of inappropriate identification.

Actual Target Data for FFY 2006 (2006-2007):

Data analyzed for FFY 2005 (2005-2006) are the same data reported to OSEP for Iowa's child count. The numbers used in the calculations are summarized in Table B9.3.

Table B9.3
Raw Numbers Used to Generate Calculations, FFY 2006 (2006-2007)¹

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 1

PAGE 7 OF 8

REPORT OF CHILDREN WITH DISABILITIES RECEIVING SPECIAL EDUCATION
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT, AS AMENDED

OMB NO: 1820-0043

FORM EXPIRES: 8/31/2009

2006

STATE: IA

SECTION E. RACE/ETHNICITY BY DISABILITY OF CHILDREN AGES 6-21 RECEIVING SPECIAL EDUCATION

DISABILITY	RACE/ETHNICITY						COMPUTED RACE/ ETHNICITY TOTALS	NUMBER OF 6-21 REPORTED
	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)	TOTAL		
MENTAL RETARDATION	70	100	984	624	9190	10968	10968	10968
HEARING IMPAIRMENTS	0	10	55	40	610	715	715	715
SPEECH OR LANGUAGE IMPAIRMENTS	37	74	533	384	5876	6904	6904	6904
VISUAL IMPAIRMENTS	1	1	14	2	140	158	158	158
EMOTIONAL DISTURBANCE	40	52	662	354	5405	6513	6513	6513
ORTHOPEDIC IMPAIRMENTS	1	4	58	46	639	748	748	748
OTHER HEALTH IMPAIRMENTS	0	2	50	19	480	551	551	551
SPECIFIC LEARNING DISABILITIES	249	332	3197	2145	31049	36972	36972	36972
DEAF-BLINDNESS	0	0	0	0	2	2	2	2
MULTIPLE DISABILITIES	0	2	30	22	317	371	371	371
AUTISM	3	20	87	49	943	1102	1102	1102
TRAUMATIC BRAIN INJURY	0	0	15	11	165	191	191	191
DEVELOPMENTAL DELAY ¹	0	0	0	0	0	0	0	0
TOTAL (Sum of all the above)	401	597	5685	3696	54816	65195	65195	65195
TOTAL (PERCENT) ²	1%	1%	9%	6%	84%	100%		

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

² STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

ED FORM: 869-5

¹Data disaggregated by AEA were used in the actual calculations.

Source: Iowa 618 Table 1, FFY 2006 (2006-2007).

Table B9.4 summarizes AEA-level data for disproportionate representation, for FFY 2006 (2006-2007). The indices of disproportionate representation, based on Iowa's definition of over- and under-representation, that exceed Iowa's thresholds, are highlighted. AEAs requiring reviews of policies, procedures, and practices, are highlighted.

Table B9.4
Weighted-risk Ratio (Alternate Risk Ratio), and Risk Gap, for AEA and State, by Subgroup, FFY 2006 (2006-2007)

	Exceeds Iowa's threshold of weighted or alternate risk ratio > 2.00 (over) or < 0.25 (under)									
	Exceeds Iowa's threshold of risk gap > 1.00 (over) or < 1.00 (under)									
	AEA must undergo review of policies, procedures, and practices to determine if disproportionate representation was due to inappropriate identification.									
	Race/Ethnicity									
	African American		Hispanic		Asian		Native American		White	
	WRR	GAP	WRR	GAP	WRR	GAP	WRR	GAP	WRR	ALT
AEA 1	1.40	0.35	0.83	-0.21	0.47	-0.58	0.26	-0.79	1.05	NA
AEA 267	1.55	0.65	0.95	0.04	0.44	-0.47	1.04	0.14	0.90	NA
AEA 8	1.62	0.83	1.07	0.28	0.69	-0.11	1.37	0.58	0.80	NA
AEA 9	1.53	0.59	0.89	-0.06	0.45	-0.50	0.76	-0.18	0.95	NA
AEA 10	2.02	1.30	1.15	0.43	0.42	-0.30	0.92	0.20	0.72	NA
AEA 11	2.05	1.29	0.99	0.23	0.44	-0.33	0.78	0.01	0.76	NA
AEA 12	1.55	0.62	0.85	-0.80	0.54	-0.38	1.35	0.43	0.92	NA
AEA 13	1.06	-0.07	0.79	-0.35	0.69	-0.45	1.30	0.17	1.13	NA
AEA 14	0.98	-0.17	0.97	-0.18	NA	NA	NA	NA	1.15	NA
AEA 15	1.24	0.09	0.76	-0.38	0.39	-0.76	0.78	-0.37	1.15	NA
State of Iowa	1.71	0.85	0.92	0.05	0.46	-0.41	1.04	0.18	0.86	NA
N=10	WRR = weighted risk ratio									
	GAP = weighted risk gap (risk for race/ethnicity - risk for whites)									
	ALT = alternate risk ratio									

Source: Project EASIER, FFY 2006 (2006-2007). Information Management System FFY 2006 (2006-2007).

For FFY 2006 (2006-2007), 2 of 10 AEAs had disproportionate representation of African-American students (over-represented), meaning the AEAs met or exceeded the criteria of weighted risk ratio or alternate risk ratio greater than 2.00 and risk gap greater than 1.00. The SEA must demonstrate how the SEA engaged in reviews of policies, procedures, and practices to determine if disproportionate overrepresentation was a result of inappropriate identification.

Zero of 10 AEAs (0%) met or exceeded the criteria of weighted risk ratio or alternate risk ratio less than 0.25 and risk gap less than -1.00. For FFY 2006 (2006-2007), no AEAs (0%) had disproportionate under-representation. The SEA was not required to engage in review of policies, procedures, to determine if disproportionate underrepresentation was a result of inappropriate identification.

Because the AEAs identified as having disproportionate representation were the same in FFY 2005 (2005-2006) and FFY 2006 (2006-2007), and because the disproportionate representation was identified in FFY 2007 (2007-2008), the review of policy covered both years, the review of procedures was done on material submitted for each FFY, and review of practices covered both FFYs.

The SEA engaged in a review of policies at the State level using desk audits, a review of policies of AEAs using desk audits, and practices in AEAs and school buildings were studied using a survey of child-find and research-supported practices required of all AEA and LEA staff in the effected AEAs.

Summary of Data Generated Following Process to Determine if Disproportionality was Due to Inappropriate Practice.

The section included toward the beginning of text for Indicator B9, *Determining if Disproportionate Representation is Due to Inappropriate Practices*, summarized the actual review process followed by the SEA for the AEAs identified as having disproportionate representation. Another description of the process followed in the determinations is included at the conclusion of Indicator B9.

Results of the process of reviewing State policies, and AEA and district procedures and practices, to determine if disproportionate representation was a due to inappropriate practices, are summarized in the text that follows.

State Policy. The State of Iowa has policies and procedures designed to prevent inappropriate overidentification or disproportionate representation by race and ethnicity of children with disabilities, consistent with 34 CFR § 300.8, 20 U. S. C. 1418 (d), 20 U. S. C. 1412 (a) (24), 34 CFR § 300.173. The State of Iowa has procedures requiring use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining: whether the child is a child with a disability, and the content of the child's IEP, consistent with 20 U. S. C. 1414 (b) (2); 34 CFR § 300.304 (b). The State of Iowa has policies ensuring that assessments and other evaluation materials used to assess a child under 20 U. S. C. 1414 (b) are selected and administered so as not to be discriminatory on a racial or cultural basis, are provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, and other requirements for assessment in all areas of suspected disability, by trained and knowledgeable personnel (20 U. S. C. 1414 (b) (3)); 34 CFR § 300.304 (c). The State of Iowa has policies that determination that the child has a disability and the educational needs of the child shall be made by a group of qualified professionals and the parent, in accordance with § 300.306 (b), 20 U. S. C. 1414 (b) (4), 34 CFR § 300.306 (a). The State of Iowa has policies that, in making a determination of eligibility, a child shall not be determined to be a child with a disability if the determinant factor for such determination is: lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in Section 1208 (3) of the Elementary and Secondary Education Act of 1965); lack of appropriate instruction in math; or limited English proficiency and if the child does not otherwise meet the eligibility criteria under 34 CFR § 300.8 (a) [20 U. S. C. 1414 (b) (5); 34 CFR § 300.306 (b)]. The State of Iowa has policies that, in interpreting evaluation data for the purpose of determining if a child is a child with a disability under § 300.8, and the educational needs of the child, each public agency must draw upon information from a variety of sources, and ensure that information from all these sources is documented and carefully considered [20 U. S. C. 1414 (c); 34 CFR § 300.306 (c)].

AEA Procedures. AEA procedures manuals were reviewed for compliance with Iowa Administrative Rules of Special Education.

One AEA met 100% of requirements for both FFYs reviewed.

The other AEA met 49% of requirements for both FFY reviewed, and was deficient in the areas of: describing procedures IEP teams use to determine that a student is a student with a disability, and that the educational interventions that individuals require constitutes the provision of special education and related services. The AEA provided evidence that the AEA adopted the State Criteria for Special Education Eligibility and documented training of AEA staff in implementing child-find procedures.

AEA and LEA Child-Find Practices. An SEA developed survey of AEA Professional Development was sent to the Directors of Special Education at each of the 2 AEAs. An SEA developed survey on AEA Child Find Practices was sent to all school psychologists, educational consultants, and school social workers, serving children ages 6-21, in AEA 10 and AEA 11. An SEA developed survey on LEA Response-to-Intervention, Cultural Sensitivity, and Building Culture, was sent to all building principals in the 2 AEAs. The surveys integrated work of Gamm (2007) and of Kozleski and Zion (2007) to assess practices with known effect on reducing disproportionate representation.

AEA staff and district personnel reported that, consistent with Iowa Rules of Special Education, a process for completing general education interventions was in place for 99%-100% of buildings surveyed (responses from 163 of 170 buildings in AEA 10 [95.88%], 272 of 287 buildings in AEA 11 [94.77%], LEA response rate of 65.88% in AEA 10, LEA response rate of 82.35% in AEA 11, AEA response rate of 100% in AEA 10, AEA response rate of at least 75.49% in AEA 11). In addition, there was evidence that research-supported practices for developing intervention goals, and research-supported practices for intervention implementation and evaluation, were occurring. The majority of schools reported having supplemental instructional and behavioral resources outside of special education resources, being implemented at the building level.

Figure B9.1 summarizes the percentage of districts with disproportionate over- or under-identification, and the percentage of AEAs with disproportionate representation due to inappropriate practices.



Figure B9.1. Percent of AEAs with Disproportionate Over- and Under-Representation of Racial or Ethnic Subgroups in Special Education, and Percent of Disproportionate Representation Due to Inappropriate Practices. Source. Information Management System and Project EASIER, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

For FFY 2005 (2005-2006) and FFY 2006 (2006-2007), Iowa met the measurable and rigorous target for Indicator 9.

This conclusion is based on the analyses of policies, procedures, and practices, at the State, AEA and LEA levels, for FFY 2005 (2005-2006) and FFY 2006 (2006-2007). The analyses found that 0% of AEAs had over-representation as a result of inappropriate identification.

Summary of Corrective Actions of SEA for Indicator 9

In the Response Letter to Iowa for the FFY 2005 (2005-2006) APR, OSEP provided specific instructions to Iowa to correct Indicator 9. Most of the corrective actions have been discussed in the text above. However, for clarity, each required action, and the corrective action, is presented in Table B9.5.

Table B9.5
Side-by-Side of OSEP Instruction in FFY 2005 Response Letter to Iowa,
and Iowa Corrective Action Even Though Corrective Action Occurred in FFY 2007 (2007-2008)

<i>OSEP Instruction</i>	<i>Iowa Corrective Action</i>
<i>State to include a description of how the State determined that disproportionate representation of racial and ethnic groups in special education and related services that the State identified was the result of inappropriate identification, (e.g., monitoring data, review of policies, procedures and practices, etc.).</i>	<p>The State of Iowa implemented a tiered protocol in which State policies were examined for alignment with IDEA, AEA procedures were examined for alignment to State of Iowa Rules of Special Education, LEA policies were examined for alignment with both AEA procedures and State rules. In addition, a self-study was completed by AEAs with disproportionate representation, on professional development practices. AEA staff and LEA staff completed surveys on the extent to which practices with positive effect on disproportionate representation, were implemented, and on school culture and climate toward diverse populations.</p> <p>While the SPP for FFY 2005 (2005-2006) was accepted by OSEP, the SEA has revised the SPP to include the new measurement strategy, the definition of over- and underrepresentation, and the review protocol for determining inappropriate identification.</p> <p>Improvement activities for enhancing the process, are included in the SPP for FFY 2007 (2007-2008) throughout the duration of the SPP.</p>
<i>The State must describe, in its FFY 2006 APR, how the State made that determination for the 3 districts identified in the FFY 2005 APR.</i>	<p>In the FFY 2005 APR, the State determined that, because 3 districts had disproportionate representation using a composition index, that the districts had disproportionate representation due to inappropriate practices. For the FFY 2005 APR, reviews of policies, procedures, and practices to determine inappropriate identification, were not conducted.</p> <p>While completed in FFY 2007 (2007-2008), Iowa submits data on disproportionate representation for FFYs 2005 (2005-2006) and 2006 (2006-2007). In addition, Iowa summarizes the process used to determine if disproportionate representation was due to inappropriate practices, based on reviews of policies, procedures, and practices at the SEA, AEA, and LEA levels. There were 2 agencies examined, and 0 findings for Indicator 9. These data will be included in Table 15.1 for Indicator 15 for FFY 2007 (2007-2008) reported in the FFY 2007 (2007-2008) APR due February 1, 2009.</p>
<i>The State must describe, in its FFY 2006 APR, how the State makes that determination for districts identified with disproportionate representation in the FFY 2006 APR, even if the determination occurs in the Fall of 2007.</i>	<p>While OSEP had accepted the SPP for Indicator 9 for FFY 2005 (2005-2006), Iowa has revised the SPP to include a description of the review of policies, procedures, and practices used to make a determination that disproportionate representation occurred as a result of inappropriate identification practices.</p> <p>The process and results were also summarized in the APR for Indicator 9 for FFY 2006 (2006-2007).</p>

<i>OSEP Instruction</i>	<i>Iowa Corrective Action</i>
<i>In reporting on Indicator 9, the State reported that it examined data for four racial and ethnic groups present in the State, but did not report that it examined data on Whites.</i>	Data were examined for all subgroups including Caucasian, for overrepresentation and underrepresentation. Data were analyzed in FFY 2007 (2007-2008) but are reported for FFY 2005 (2005-2006) and FFY 2006 (2006-2007).
<i>Under 34 CFR §300.600(d)(3) a State may, in reviewing data for each race ethnicity category, do so in a statistically appropriate manner, and may set an “n” size that applies to all racial and ethnic groups, but it must review data for all race and ethnic groups meeting that “n” size that are present in any of its LEAs.</i>	Decisions on disproportionate representation (and for significant disproportionality) are made on an “n” of 10.
<i>The State, in its FFY 2006 APR, must describe and report on, its review of data and information for all race ethnicity categories in the State to determine if there is disproportionate representation that is the result of inappropriate identification for both FFY 2005 and FFY 2006.</i>	State policies, AEA procedures, LEA policies, and AEA and LEA practices, were reviewed using desk audits and surveys. Inappropriate identification was reported for 0 of 2 AEAs for FFY 2005 (2005-2006) and for 0 of 2 AEAs for FFY 2006 (2006-2007), even though the determination was not made until FFY 2007 (2007-2008).
<i>In addition, OSEP is concerned that the State identifies disproportionate representation using the composition index cutoff of +10% to identify overrepresentation for District and AEA Equity Reviews</i>	Iowa has gone to multiple measures, weighted risk ratio (or alternate risk ratio when appropriate), and risk gap. The calculations are described in this APR and the proposed revision to Iowa's SPP for Indicator 9. The current SPP, while accepted by OSEP for FFY 2005 (2005-2006) has been changed to reflect the measurement change and the State's process for determining inappropriate identification, using weight risk ratio and risk gap, and not composition index.
<i>It appears to OSEP that the State only considers data on overrepresentation of racial and ethnic groups in special education and related services</i>	<p>The State used a weighted risk ratio or alternate risk ratio less than .25 and a risk gap of less than -1.00, to examine underrepresentation. As summarized in the Actual Target Data sections for FFY 2005 (2005-2006) and FFY 2006 (2006-2007), no AEAs (0%) met or exceeded the criterion of weighted risk ratio or alternate risk ratio less than 0.25 and risk gap less than -1.00, hence no AEAs (0%) had disproportionate under-representation.</p> <p>Iowa has examined underrepresentation for FFYs 2005 (2005-2006) and 2006 (2006-2007) and has not found a problem. The threshold for underrepresentation will continue throughout the SPP.</p>

Source: OSEP Letter to Iowa. Iowa APR for FFY 2006 (2006-2007), Iowa SPP for FFY 2006 (2004-2011).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities Completed in FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B9.6.

Table B9.6
Improvement Activities Completed for FFY 2006 (2006-2007)

Improvement Activity	Measurable Outcomes	Status/Next Steps
Verification of data. Data were verified within IMS system.	Improved accuracy of disproportionality data.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of Policies, Procedures and Practices. A stakeholder group was convened to study practices around disproportionate representation	Review protocol for districts with problems with significant disproportionality per 34 CFR § 300.646 (b) (2).	Completed in FFY 2006 (2006-2007)
Ongoing monitoring and enforcement as needed. While not required under Indicator 9, the SEA used composition index to identify districts needing to apply Part B funds pursuant to 34 CFR § 300.646 (b) (2)	20 schools were required to reserve the maximum amount of its Part B allocation for early intervening services as required by 34 CFR § 300.646 (b) (2) because significant disproportionality occurred.	Completed in FFY 2006 (2006-2007) using FFY 2005 (2005-2006) data and corresponding measurement (composition index) per Iowa Part B FFY 2005 APR submitted February 1, 2006. Annually through FFY 2010 (2010-2011). Measurement from FFY 2006 (2006-2007) will be over-and underrepresentation and will use weighted risk ratio and risk gap (alternate risk ratio if appropriate)
Ongoing monitoring and enforcement as needed. The SEA supported AEAs in writing action plans for addressing disproportionate representation and appropriate identification practices	All AEAs wrote action plans defining supports needed and actions to be taken in FFY 2006 (2006-2007), to address disproportionate representation and to provide local schools with technical assistance for significant disproportionality.	Completed for FFY 2006 (2006-2007). Annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2005 (2005-2006). The analyses of data form the basis of discussion that follows. Iowa met the FFY 2005 (2005-2006) measurable and rigorous target for percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, with 0% (0 of 2) of AEAs found to have disproportionate overrepresentation due to inappropriate practices. For FFY 2005 (2005-2006), no AEAs had disproportionate underrepresentation.

The improvement in numbers of districts identified in FFY 2007 (2007-2008) using data from FFY 2005 (2005-2006) (2 districts) for examination of policies, procedures, and practices compared to the FFY 2005 (2005-2006) APR submitted February 1, 2006 (3 districts), is a function of districts identified in the FFY 2005 (2005-2006) APR being identified as having disproportionality due to inappropriate identification by virtue of exceeding the composition index, and without a review of policies, procedures and practices to determine if disproportionate representation was a result of inappropriate practices. Conversely, with the State-developed review applied in FFY 2007 (2007-2008) to data generated from FFY 2005 (2005-2006), 0% of AEAs had disproportionate representation due to inappropriate practices.

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows. Iowa met the FFY 2006 (2006-2007) measurable and rigorous target for percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification, with 0% (0 of 2) of AEAs found to have disproportionate

overrepresentation due to inappropriate practices. For FFY 2006 (2006-2007), 0% of AEAs had disproportionate underrepresentation.

There was no change in the number of AEAs identified as having disproportionate representation due to inappropriate identification in FFY 2006 (2006-2007) when compared to the numbers of districts with disproportionality due to inappropriate identification using data from FFY 2005 (2005-2006).

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2006 (2006-2007):

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the State know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the State?

In FFY 2007 (2007-2008), an analysis of weighted risk-ratio, risk gap, and alternate risk-ratio, was conducted for data representative of FFY 2005 (2005-2006) and FFY 2006 (2006-2007), to determine where disproportionate representation occurred.

When thresholds for disproportionate over- and under-identification occurred, policies, procedures, and practices were reviewed to determine if disproportionate representation was due to inappropriate identification.

One AEA had insufficient policies describing how eligibility decisions were made. This AEA provided evidence that practices and training existed, and adopted the State of Iowa Special Education Eligibility Standards. In addition, Iowa's AEAs are developing procedures for adoption State-wide, during FFY 2007 (2007-2008).

While neither AEA was found to deficiencies requiring corrective actions, AEAs are required to provide evidence to the SEA that any corrections were completed and when the corrections were completed.

For Indicator 9, there were no corrective actions needed for FFYs 2005 (2005-2006) or FFY 2006 (2006-2007). Hence, the State did not take enforcement actions. However, AEAs not completing corrective actions in a timely manner will be cited by the SEA as noncompliant, and repeat offenders may have portions of their Part B funds withheld.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Iowa is proposing a change to the SPP. This change will be discussed in depth following the discussion of revisions to improvement activities.

The following improvement activities are consistent with those in the SPP, but represent activities specific for FFY 2007 (2007-2008) to impact Indicator 9.

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B9.7. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B9.6 will continue in FFY 2007 (2007-2008), and are not listed in Table B9.7).

Table B9.7
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Analysis of data to identify concerns. Determine relevant measurement strategy for disproportionate representation.	1 SEA staff member	July 1, 2007 – August 15, 2007	Definition of over- and under-representation
Analysis of data to identify concerns. Study professional literature to determine factors associated with disproportionality and factors associated with inappropriate identification practices	1 SEA staff member	July 1, 2007-September 30, 2007	Development of protocol for review of policies, procedures, and practices for determination of disproportionate representation resulting from inappropriate identification.
Review of Policies, Procedures, and Practices. SEA policies for FFY 2005 and FFY 2006 to be reviewed for alignment with federal regulations. AEA procedures for FFY 2005 and FFY 2006 to be reviewed for alignment with Iowa Administrative Rules of Special Education. LEA procedures for FFY 2005 and FFY 2006 to be reviewed for alignment with AEA procedures and Iowa Administrative Rules. AEA Identification practices studied. LEA identification practices studied.	3 SEA staff members	October 1, 2007 – December 31, 2007	SEA procedures for FFY 2005 and FFY 2006 are aligned with federal regulations. One AEA had insufficient procedures around identification. Iowa's schools have appropriate policies for special education identification. AEAs will be identifiable as having inappropriate identification practices.
Review of Policies, Procedures, and Practices. A task force on disproportionality will be convened to further develop a case-review protocol to be used to supplement information already gathered to determine appropriateness of practices	2 SEA staff members, 4-5 representatives from AEAs with disproportionate representation or at-risk of having disproportionate representation, 4-5 representatives from districts with significant disproportionality, NCCREST, Dan Reschly, NCRRC	January 15, 2008-June 30, 2011	Factors impacting disproportionality will be identified. A protocol for reviewing IEPs of students from subgroups with over- or under-representation, will be developed and piloted.
Technical Assistance. The State Disproportionality Work Group will be reconvened to analyze data, determine problem areas, and align technical assistance to address problems.	3 SEA staff	April 1, 2008 – June 30, 2011	Action plans on State-level technical assistance for addressing disproportionality and disproportionate representation, will be developed annually.

In the following pages, Iowa proposes a new SPP for Indicator 9.

Proposed targets are not revised, however, the measurement strategy has been revised and Iowa proposes the following SPP for Indicator B9. When approved by OSEP, this Indicator will be placed in an updated SPP that can be found on <http://www.iowa.gov/educate/content/view/614/592/>

Part B State Performance Plan (SPP) for FFY 2005-2010

Overview of the State Performance Plan Development:

Indicator 9 of the State Performance Plan is being submitted for revision, February 1, 2008, to reflect measurement changes and procedural updates on determining if disproportionate representation was due to inappropriate identification.

Please see pages 1-5 for State Performance Plan Development.

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (number of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue / Description of System or Process:

In FFY 2003 (2003-2004), the Iowa SEA used three methods to analyze data regarding disproportionality in the percentage of students with disabilities receiving special education: (1) composition index; (2) risk index; and (3) risk ratio. Although all three methods were reported, the SEA used the composition index cutoff of +10% to identify over-representation for District and AEA Equity Reviews. Specifically, a difference of 10% or more than the percent of the group observed in the total student enrollment constitutes overrepresentation. During the FFY 2005 (2005-2006) school year, the State Special Education Eligibility Standards were revised to address disproportionate representation issues that would result through the evaluation process.

OSEP has expressed concern over use of the composition index, and Iowa has revised its SPP in FFY 2006 (2006-2007) to reflect a definition using weighted risk ratio, alternate risk ratio, and risk gap in determining disproportionate representation.

Consistent with the Disproportionality: Discussion of SPP/APR Response Table Language (North Central Regional Resource Center), in response to the OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and in accordance with 34 CFR § 300.600 (d) (3), the Iowa defines "disproportionate representation" as occurring when one or more of the following statements are true, for any of the five ethnicities examined:

- A. Overrepresentation occurs when the weighted risk ratio or alternate risk ratio is greater than 2.00 and the risk gap is greater than 1.00.
- B. Underrepresentation occurs when the weighted risk ratio or alternate risk ratio is less than 0.25 and the risk gap is less than -1.00.

In defining disproportionate representation to include an index of underrepresentation, Iowa has addressed OSEP's concern that *the State only considers data on overrepresentation of racial and ethnic groups in special education and related services. Indicator 9, pursuant to 34 CFR §300.600(d)(3), requires States to identify disproportionate representation, both overrepresentation and underrepresentation, of racial and ethnic groups in special education and related services.*

Iowa changed calculations used to determine "disproportionate representation" from composition index to weighted risk ratio and risk gap. Iowa has addressed OSEP's concern *that the State identifies disproportionate representation using the composition index cutoff of +10% to identify overrepresentation for District and AEA Equity Reviews.*

Changing definition provides an added advantage of weighted risk ratio and risk gap provide *multiple measures* on which disproportionate representation is examined.

In applying the weighted risk ratio, the size of a risk ratio is not dependent upon the composition of the state or district's total enrollment. In addition, the size of a risk ratio is not dependent on differences in overall special education identification rates. Weighted risk ratios, therefore, can be directly compared across districts and ranked in order to target assistance efforts. The large number of small schools with low ethnic enrollment, making the weighted risk ratio and the risk gap more appropriate measurement strategies for disproportionate representation.

As summarized in OSEP's Response Letter to Iowa:

Under 34 CFR §300.600(d)(3) a State may, in reviewing data for each race ethnicity category, do so in a statistically appropriate manner, and may set an "n" size that applies to all racial and ethnic groups, but it must review data for all race and ethnic groups meeting that "n" size that are present in any of its LEAs.

Because of the large number of schools in Iowa with low ethnic enrollment, the cell sized used for calculating weighted risk ratio, alternate risk ratio, and risk gap, was set at 10. Iowa believes this "n" is statistically appropriate given the composition of schools in Iowa.

Pursuant to the Disproportionality: Discussion of SPP/APR Response Table Language (North Central Regional Resource Center), The OSEP Analysis/Next Steps in the Iowa Part B FFY 2005 SPP/APR Response Table, and 34 CFR § 300.600 (d) (3), data on overrepresentation and underrepresentation were analyzed retroactive to FFY 2005 (2005-2006).

The race/ethnicity categories used were: African American, Hispanic, Asian, American Indian and Caucasian. The formula for the weighted risk ratio is:

$$\text{Weighted risk ratio} = \frac{R_i}{\sum_{j \neq i} w_j R_j} = \frac{(1-p_i) R_i}{\sum_{j \neq i} p_j R_j}$$

where R_i is the district-level risk for racial/ethnic group i , and p_i is the state-level proportion of students from racial/ethnic group i . R_j is the district-level risk for the j -th racial/ethnic group, and p_j is the state-level proportion of students from the j -th racial/ethnic group.

An alternate risk ratio is calculated if there are at least 10 students with IEPs in the ethnic group of interest, but fewer than 10 students with IEPs in the comparison group. The alternate risk ratio is calculated by modifying the

above equation so that the district-level risk for the racial/ethnic group (R_j) is divided by the state-level risk for all other students.

The risk gap is calculated as:

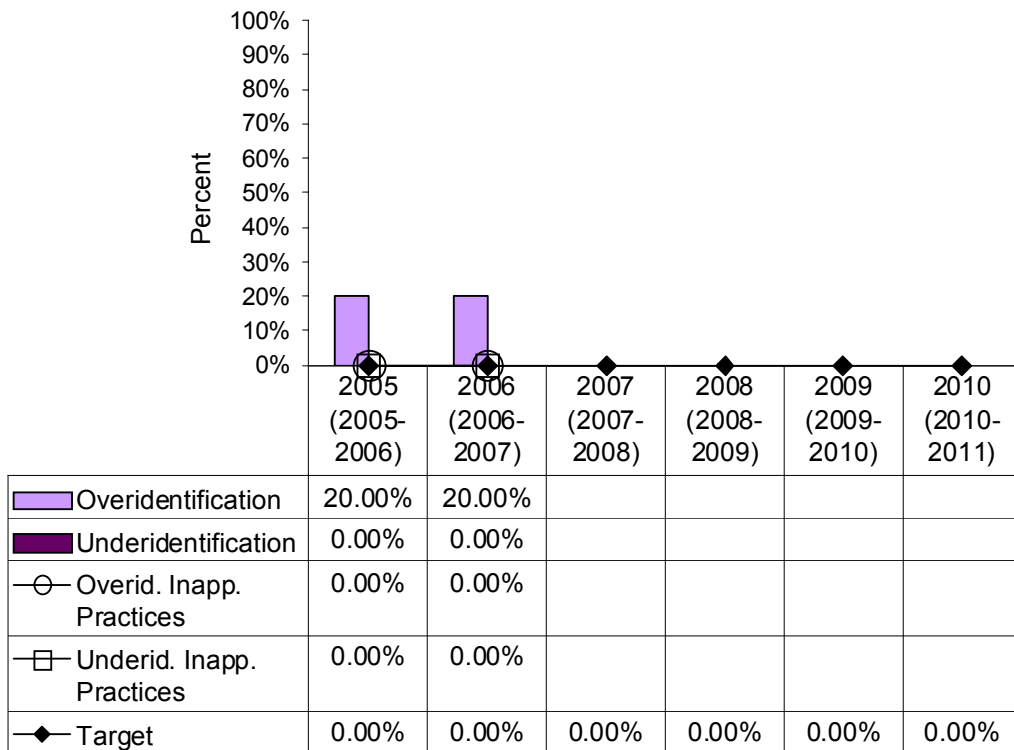
Risk gap = Weighted risk ratio_i – Weighted risk ratio_{caucasian}

Disproportionate representation as a function of inappropriate identification practices is determined by desk audits of State policies for alignment with federal requirements, desk audits of child-find practices of Area Education Agencies, desk audit of district policies on provision of special education, AEA self-study on preparation of staff for cultural sensitivity and diversity, and through surveys of evaluation practices of Area Education Agency and school district personnel. AEA surveys target prereferral practices including extent to which data are used in generating referrals for special education evaluation, presence of and quality of building assistance teams, assistance provided by AEA staff, school culture on prereferral practices, special education placement rates of children who completed interventions in general education, use of intervention data in IEP development, and relationship between the AEA and LEA staff. Teams at the school building level provide information on school culture and climate toward diversity, cultural sensitivity, data-based decision-making, accommodative practices, and general building climate.

Baseline Data for FFY 2005 (2005-2006) and Actual Target Data for FFY 2006 (2006-2007):

Figure B9.1 depicts the percentage of AEAs with disproportionate representation for FFY 2005 (2005-2006) and FFY 2006 (2006-2007), the percentage of AEAs with disproportionate representation due to inappropriate practices, and the State measurable and rigorous targets for the duration of the SPP.

Figure B9.1. Percent of AEAs with Disproportionate Over- and Under-Representation of Racial or Ethnic Subgroups in Special Education, and Percent of Disproportionate Representation Due to Inappropriate Practices.



Source. Information Management System and Project EASIER, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Discussion of Baseline Data:

AEAs with Disproportionate Identification had policies, procedures, and practices reviewed. As summarized in Figure B9.1, no AEAs had disproportionate representation due to inappropriate identification, for FFY 2005 (2005-2006) or for FFY 2006 (2006-2007).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not applicable
2006 (2006-2007)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
2007 (2007-2008)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

FFY	Measurable and Rigorous Target
2008 (2008-2009)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
2009 (2009-2010)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.
2010 (2010-2011)	0% of districts have a disproportionate representation of racial and ethnic groups in special education and related services as a result of inappropriate identification.

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

Table B9.8
Improvement Activities for Indicator B9, Disproportionality, FFY 2008 (2008-2009) – FFY 2010 (2010-2011)

Improvement Activity B9: Disproportionality	Resources	Timeline
1) Research (Statewide systemic issues and specific AEA and district issues). a) Gather, report, and analyze data with collaborative partners. For example, a stakeholder committee will be organized to analyze the data.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding	Annually
2) Planning (Statewide systemic issues and specific AEA and district issues). a) Design research-based professional development to Area Education Agencies and local school districts that address disproportionate representation and cultural diversity/competency issues in assessment and eligibility determination. For example, review the contents of the NCCRESt Rubric and Planning Guide and the NCRRC Data Toolkit to see if this material would form the basis of SEA technical assistance. b) Design Technical assistance to Area Education Agencies to assist local school districts in developing appropriate policies, procedures, and practices to ensure disproportionate representation does not occur. For example, infuse cultural competency concept work into ongoing SEA initiatives such as Positive Behavior Support and General Education Interventions.	Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts Part B Funding North Central Regional Resource Center (NCRRC) The National Center for Culturally Responsive Educational Systems (NCCRESt)	2006-2011

Improvement Activity B9: Disproportionality	Resources	Timeline
<p>3) Professional Development and Implementation.</p> <p>a) Provide professional development to Area Education Agencies to assist local school districts in the implementation of appropriate policies, procedures, and practices regarding assessment and eligibility.</p> <p>b) Provide Technical Assistance to targeted Area Education Agencies to assist local school districts in the implementation of appropriate policies, procedures, and practices regarding assessment and eligibility.</p>	<p>Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts</p> <p>Part B Funding</p>	<p>2007-2011</p>
<p>4) Evaluation and Progress Monitoring.</p> <p>a) Gather and evaluate data about the implementation of appropriate policies, procedures, and practices in the areas of assessment and eligibility and diversity / cultural competency practices of with collaborative partners; correct identified non-compliance in a timely manner.</p> <p>b) Prescribe how districts, which have been determined to have disproportionate representation, spend 15% of the district's Part B Early Intervening Funds to provide comprehensive coordinated early intervening services to serve children in the local education agency, particularly children in those groups that have disproportionate representation.</p>	<p>Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts</p> <p>Part B Funding</p>	<p>2007-2011</p>
<p>5) Revision to Practice.</p> <p>a) Provide Technical Assistance to Area Education Agencies in data-driven revisions to practice.</p> <p>b) Provide professional development to Area Education Agencies to practice.</p>	<p>Special Education Advisory Panel, SEA Staff (Special Education and Instructional Services), Area Education Agencies, Local School Districts</p> <p>Part B Funding</p>	<p>2008-2011</p>

The table above represents the end-point for the proposed SPP for Iowa for Indicator 9. To conclude the APR, references used to support this APR, and a description of the protocol for generating information on appropriate practices, are provided.

References

- Gamm, S. (2007). *Disproportionality in Special Education: Where and Why Overidentification of Minority Students Occurs*. LRP Publications.
- Kozleski, E. B., & Zion, S. (2006). *Preventing Disproportionality by Strengthening District Policies and Procedures – An Assessment and Strategic Planning Process*. Downloaded August 1, 2007 from www.nccrest.org.

*Summary of Review Protocol for Disproportionality
Policies, Procedures, & Practices*

A 3-part review of policies, procedures, and practices at the State, AEA, and LEA levels is implemented for AEAs exceeding the threshold of risk ratio and risk gap used to flag over- or under-identification of subgroups, including Caucasian, as being disproportionately represented.

The review provides data for determination of whether or not the disproportionate representation was due to inappropriate identification practices.

**Part 1
Review of State Policies**

A review of Iowa Rules using the checklist in *Disproportionality Protocol 1: State Review of Policies, Procedures and Practices Action Form* is documentation of compliance with the related requirements of the monitoring priorities for Indicator 9.

**Part 2
Review of AEA Policies/Procedures
Review of LEA Policies**

The SEA makes a determination of whether or not disproportionate representation occurred due to inappropriate policies. The determination is supported with data generated using Protocol A1 (AEA Policies) and L1 (sufficiency of LEA policies).

Protocol A1 examines alignment of AEA policies and procedures with State rules and federal regulations, while Protocol L2 examines alignment of district special education policies with AEA procedures, State rules, and federal regulations.

**Part 3
Review of AEA Practices
Review of LEA Practices**

The SEA makes a determination of whether or not disproportionate representation occurred due to inappropriate practices. The determination is supported with data generated using Protocols A2 (AEA Professional Development Practices,) A3 (AEA Data-based decision-making practices) and L2 (Attitudes and Practices Contributing to Disproportionate Representation).

AEA practices are evaluated using Protocol A2 (AEA Professional Development Practices,) and A3 (AEA Data-based decision-making practices). Reviews include desk audits of training manuals and professional development and support in data-based decision-making and culturally sensitive assessment and instructional practices, are reviewed. Questionnaires and surveys are used to generate data for evaluating quantity and quality of practices related to prevention (general education interventions, school-wide academic and positive behavior supports), and to appropriate assessment practices (ambitious intervention goals, data-based decision-making, cultural sensitivity, exclusionary factors, intervention timelines and effects).

Inappropriate Identification practices is also judged using Protocol L1 (Self Study on School-Based Practices). School buildings within AEAs identified as having disproportionate representation designate a team to complete protocol L1. Data are examined for practices related to prevention, school-wide academic and behavior supports, attitudes towards students at-risk of academic or social-emotional failure, culturally sensitive practices, and attitudes toward supporting students with IEPs or students at-risk of academic or social emotional failure who do not have IEPs.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

In the OSEP Response Letter to Iowa for the FFY 2005 (2005-2006) SPP and APR, OSEP reports that:

The State did not report baseline data for this indicator. The State is not required to report baseline data for this indicator.

In OSEP's Analysis and Next Steps, OSEP reports:

Indicator 10 requires States to report on the disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Since Iowa does not identify children with disabilities by disability category, OSEP agrees that Iowa is not required to report on Indicator 10.

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = [(number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (number of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
2006 (2006-2007)	

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. The 60-day timeline data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and the Iowa Department of Education staff.

In the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 11, the OSEP Analysis/Next Steps were summarized as:

The State provided baseline data, targets and improvement activities and OSEP accepts the SPP for this indicator. Although the State indicated that it was reporting data based on the Federal timeframe within which the evaluation must be conducted, the State indicated that it measured the timeline as 60 calendar days from the date of parent consent for the evaluation to eligibility determination. Therefore, OSEP concludes that the State is reporting data based on the State-established timeframe within which the evaluation must be conducted.

OSEP looks forward to data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with 34 CFR §300.301(c)(1), including data on correction of noncompliance identified in FFY 2005.

Hence, in this APR, the SEA will: (a) clarify that the State definition for 60-day timeline is consistent with the OSEP definition, (b) report actual target data for FFY 2006 (2006-2007), (c) describe improvement activities in the SPP that were implemented in FFY 2006 (2006-2007) to impact the actual target data, (d) describe progress or slippage on the required measurement including the State's analysis of where problems were occurring and why problems were occurring, the changes in procedures and/or practices occurring from the data analysis, the verification process for Indicator 11, verification that noncompliance was corrected where noncompliance could be corrected, and enforcement activities, and (e) will describe revisions in targets and improvement activities to be reported on for FFY 2007 (2007-2008).

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility-determined within 60 days (or State established timeline).

(20 U.S.C. 1416(a) (3) (B))

Measurement:

- a. Number of children for which parental consent to evaluate was received.
- b. Number determined not eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).
- c. Number determined eligible whose evaluations and eligibility determinations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = b + c divided by a times 100.

Measurable and Rigorous Target:

The provision for children who were evaluated and eligibility-determined within 60 days after parental consent to evaluate was received by the public agency is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of children with parental consent to evaluate will be evaluated and eligibility-determined within 60 days (or State established timeline).

Actual Target Data for FFY 2006 (2006-2007):

The State of Iowa uses the date of receipt of consent by the public agency, as the date for starting the 60-day calendar for completion of the evaluation and eligibility determination. The State uses date of eligibility determination as the date for stopping the calendar for calculating timeline of evaluation and eligibility determination. At all pertinent times, Iowa's definition of 60-day timeline is identical to the federal definition contained in the 2004 IDEA amendments and the 2006 IDEA regulations.

Data reported below were generated from Iowa's Information Management System. The data reflect all children and youth in Iowa who were evaluated for determination of eligibility for an IEP, during FFY 2006 (2006-2007). The data were entered into the database by trained personnel, using the federal definition for 60-day timeline for evaluation and eligibility determination (initial evaluations). The data taken from the monitoring system are based on actual (not an average) number of days. The number of children with parental consent to evaluate, the 60-day timeline calculation, range of days beyond the timeline when eligibility was determined, and reasons for delay, are reported for FFY 2006 (2006-2007).

Figure B11.1 depicts the SEA baseline data from FFY 2005 (2005-2006) and actual target data for FFY 2006 (2006-2007).

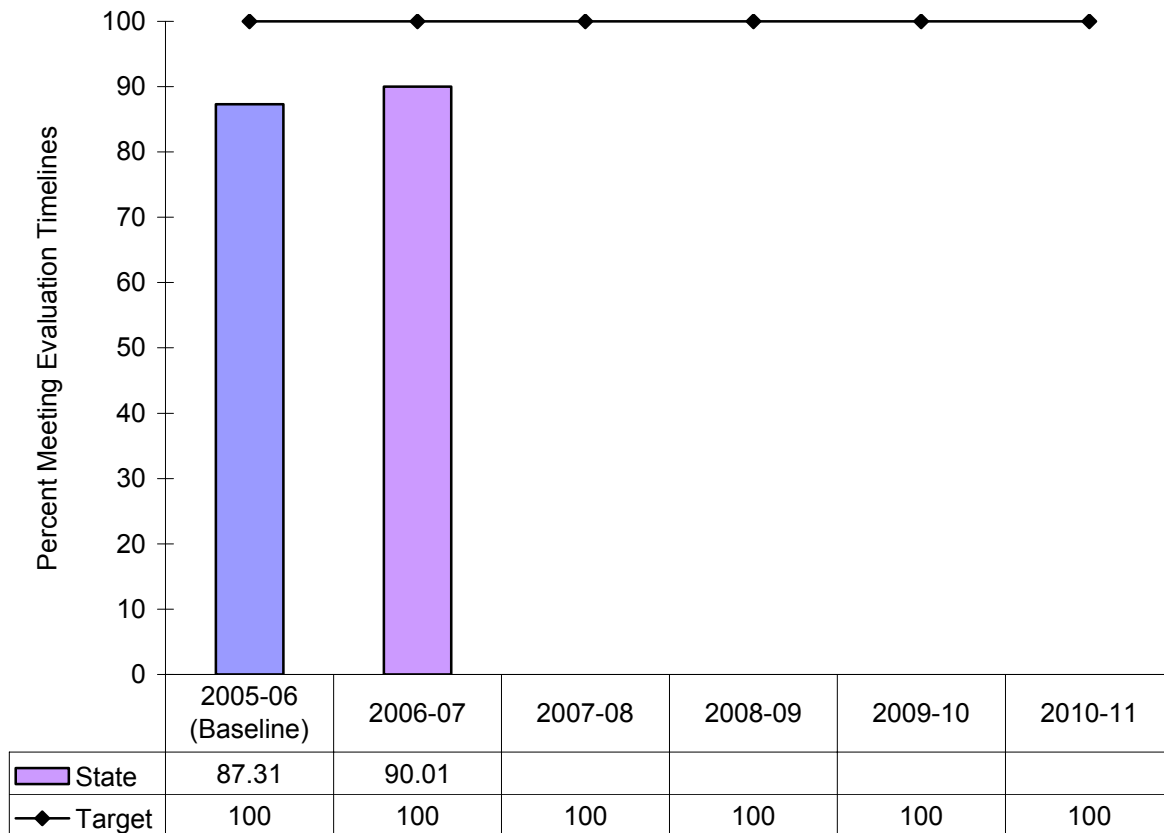


Figure B11.1. Percent of SEA Evaluations Meeting the 60-Day Timeline Requirement. Source. Iowa Information Management System, FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Iowa did not meet the measurable and rigorous target for FFY 2006 (2006-2007) for Indicator B11. The percent of SEA evaluations meeting the 60-day evaluation timeline for FFY 2006 (2006-2007) is 90.01%. Performance for FFY 2006 (2006-2007) is below the OSEP target of 100%, but shows improvement from the actual target data of 87.31% obtained during FFY 2005 (2005-2006).

Table B11.1 contains the actual numbers for each of the OSEP measures (a, b, and c). Specifically, data are reported for: (a) the number of children with parental consent to evaluate, (b) the number of children determined not eligible whose evaluations and eligibility were completed within the 60-day timeline, and (c) the number of children determined eligible whose evaluations and eligibility were determined within the 60-day timeline. As a subcomponent of (c), children included in (a) but not included in (b) or (c) are reported as: (1) number of children with delays and a reason, and (2) number of children with delays and no reason. For the sake of continuity of reporting in table format, Iowa summarizes the percent as (d) [(number of children not eligible whose evaluations and eligibility determinations were completed within 60 days plus the number of children determined eligible whose evaluations and eligibility determinations were completed within 60 days) divided by the total number of children for whom parental consent to evaluate was received] multiplied by 100.

Table B11.1
SEA Number for Each Required Measure for (a), (b), and (c) and Timely Evaluation

60-Day Timeline Measure	Number
a. # of children for whom parental consent to evaluate was received.	6195
b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days.	431
c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days.	5145
Children included in a but not included in b or c	619
d. Percent = b + c divided by a times 100. $431 + 5145 = 5576$ $5576 \text{ divided by } 6195 = .9001$ $.9001 \text{ times } 100 = 90.01$	90.01%

Source. Iowa Information Management System, FFY 2006 (2006-2007).

Table B11.1 summarizes data depicted in Figure B11.1, that Iowa did not meet the measurable and rigorous target for FFY 2006 (2006-2007) for Indicator B11. The number of children and youth in FFY 2006 (2006-2007) who were evaluated and eligibility determined within the 60-day timeline was 5,576 of 6,195 (90.01%). Six hundred-nineteen children received parental consent to evaluate, but the evaluation and eligibility determination was not made within 60 days of receipt by the public agency. All 619 children had a reason for delay. The data reported are consistent with the measurement, and no explanation of variance is required.

Table B11.2 provides the reason and range of days beyond the 60-day evaluation timeline.

Table B11.2
Reason and Range of Days Beyond 60-Day Evaluation Timeline

Reason	Number of cases
Family reason	320
Child's hospitalization/long-term illness	12
Moved	7
Other	180
Personnel	32
School break	68
Total	619
Range of days beyond 60-day timeline when meeting was held	
1-341 days	

Source. Iowa Information Management System, FFY 2006 (2006-2007).

Results of FFY 2006 (2006-2007) percent of evaluations completed and eligibility determinations made within 60-days, are further analyzed at the Area Education Agency (AEA) level. These results are depicted in Figure B11.2.

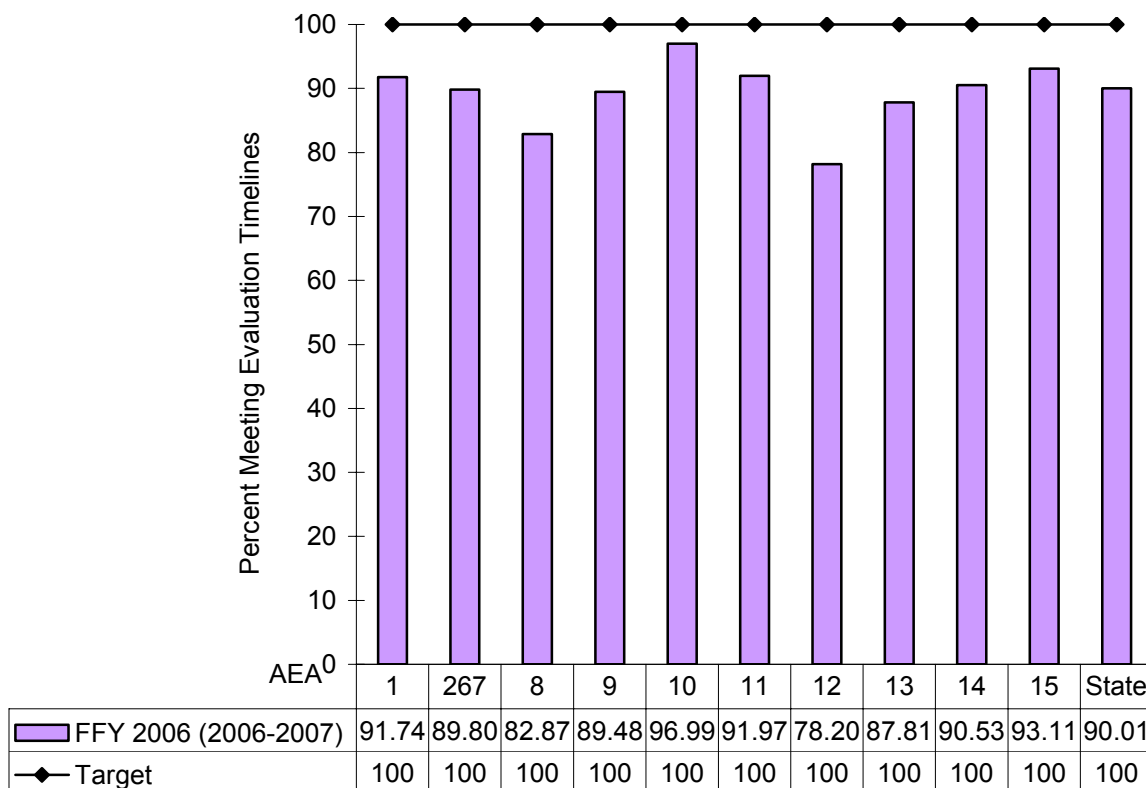


Figure B11.2. Evaluation Timelines met, by AEA and State, Compared to Target (FFY 2006 [2006-2007]). *Source. Iowa Information Management System, FFY 2006 (2006-2007).*

The data depicted in Figure B11.2 suggest that 0 of 10 AEAs met the measurable and rigorous target of 100% of evaluations completed and eligibility determined within 60-days, for FFY 2006 (2006-2007).

Summary of Corrective Actions of SEA for Indicator 11

In the Response Letter to Iowa for the FFY 2005 (2005-2006) APR, OSEP commented on Iowa's measurement related to Indicator 11. OSEP's comment, and Iowa's response, while discussed in the Actual Target Data for FFY 2006 (2006-2007), is reiterated in Table B11.3.

Table B11.3
Side-by-Side of OSEP Comment in FFY 2005 Response Letter to Iowa and Iowa Response

<i>OSEP Comment</i>	<i>Iowa Response</i>
<i>Although the State indicated that it was reporting data based on the Federal timeframe within which the evaluation must be conducted, the State indicated that it measured the timeline as 60 calendar days from the date of parent consent for the evaluation to eligibility determination. Therefore, OSEP concludes that the State is reporting data based on the State-established timeframe within which the evaluation must be conducted.</i>	The State of Iowa uses the date of receipt of consent by the public agency, as the date starting the 60-day calendar for completion of the evaluation and eligibility determination. The State uses date of eligibility determination as the date for stopping the calendar for calculating timeline of evaluation and eligibility determination. At all pertinent times, Iowa's definition of 60-day timeline is identical to the federal definition contained in the 2004 IDEA amendments and the 2006 IDEA regulations.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B11.4.

Table B11.4
Improvement Activities Completed for FFY 2006 (2006-2007)

Improvement Activity	Measurable Outcomes	Status / Next Steps
Verification of data. SEA data team distributed 60-day timeline data to AEAs for validation and verification.	Improved accuracy of meeting dates, referral dates and delay reasons entered in 60-day timeline data files.	Completed for FFY 2006 (2006-2007). New staff will receive information annually through FFY 2010 (2010-2011).
Analysis of policies, procedures and practices. Clarified to AEAs that the State definition for 60-day timeline is the same as the federal definition (date that consent is received by the public agency).	All AEAs have adopted procedures regarding 60-day evaluation timeline that are consistent with the federal definition (date that consent is received by the public agency).	Completed for FFY 2006 (2006-2007).
Technical assistance. The Eligibility Data Worksheet was revised to include all required elements for an accurate 60-day evaluation timeline calculation. AEA administrators, consultants and data entry personnel were trained to use this form.	All AEAs have adopted procedures regarding 60-day evaluation timeline and IMS data entry relevant to the timeline calculation.	Completed for FFY 2006 (2006-2007). New staff will receive information annually through FFY 2010 (2010-2011). Refresher training for veteran staff will be held as indicated by data analysis and verification.

Explanation of Progress or Slippage. Iowa did not meet the target of 100% compliance, but showed progress from FFY 2005 (2005-2006). In FFY 2005 (2005-2006) the percent of SEA evaluations meeting the 60-day timeline requirement was 87.31%, while in FFY 2006 (2006-2007) the actual target data increased to 90.01%.

SEA personnel attribute this improvement to: (a) increased awareness and understanding of 60-day evaluation timeline requirements, (b) better defined procedures through the revised forms, e.g., Eligibility Data Worksheet, and (c) continued public reporting of 60-day evaluation timeline data. SEA personnel attribute the lack of goal attainment to AEA staff not recognizing that, even with a valid reason, the 60-day timeline cannot be exceeded for evaluation and eligibility determination.

Per the Part B State Performance Plan (SPP) Questions and Answers (revised 11-23-05) and the OSEP SPP/APR Conference call held on 12-13-2007, SEAs are required to report for Indicator B11, specifics around noncompliance.

1. The SEA uses data from the State database tracking special education evaluation and placement data, to determine the extent to which 60-day timelines are being met in the State, and to determine which AEAs are and are not meeting the 60-day timeline.
2. The SEA provided technical assistance to AEAs to clarify that the State definition of 60-day timeline is consistent with the federal definition, and to clarify that, even with a valid reason, the 60-day evaluation and determination timeline must be met. The State provided technical assistance to AEA staff to indicate the date the consent was received by the public agency is the correct date for starting the 60-day timeline. The State provided training to data entry staff within the AEAs, to ensure that the correct date was being recorded into the database.
3. The SEA will implement a quarterly verification procedure in which a report will be generated for each AEA to identify students exceeding the 60-day timeline or with missing data. AEAs will be required to verify that the data on 60-day timeline were accurate by conducting file reviews and interviews with staff.
4. Compliance could not be corrected for 60-day timeline because evaluations had already been conducted and eligibility determined, for the students on whom 60-day timelines were exceeded. Procedures were implemented or are being developed for implementation, to impact current and future performance on the target data obtained for 60-day timeline.
5. AEAs were provided data and required to address 60-day timeline requirements with AEA staff. In Indicator 15 (General Supervision), Table B15.1, data are reported for FFY 2005 (2005-2006). In FFY 2005 (2005-2006), no AEAs met the measurable and rigorous target for Indicator B11. Findings for Indicator B11 for FFY 2006 (2006-2007) will be reported in the APR for Indicator 15 to be filed with OSEP by February 1, 2009. For both FFYs 2005 (2005-2006) and 2006 (2006-2007), all AEAs were required to file a corrective action plan with the SEA. The impact of these action plans will be assessed in examining data on Indicator B11 generated during FFY 2007 (2007-2008).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

As this is a compliance indicator, there will be no revisions to the measurable and rigorous target of 100%.

Proposed activities for FFY 2007 (2007-2008) are presented in Table B11.5. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B11.4 will continue in FFY 2007 (2007-2008), and are not listed in Table B11.5).

Table B11.5
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Resources	Proposed Timelines	Anticipated Outcomes
Verification of data. SEA data team will develop procedures for the quarterly validation and verification of 60-day evaluation timeline data.	Data Team and Indicator Lead	July 1, 2007 – June 30, 2008 for procedure development. Implemented quarterly through FFY 2010 (2010-2011).	Improved accuracy of start dates, stop dates, and delay reasons entered in 60-day timeline data files.
Analysis of policies, procedures and practices. AEAs will develop a statewide special education procedures manual encompassing 60-day evaluation timeline requirements.	AEA Special Education Directors, SEA procedures manual committee members	October 1, 2007 – June 30, 2008 for development of manual. Training on-going through FFY 2010 (2010-2011).	All AEAs will develop procedures regarding 60-day evaluation timeline that remain consistent with the federal definition.
Technical assistance. All special education teachers in Iowa and AEA support staff will be provided information regarding the 60-day evaluation timeline requirement via the Web IEP DVD.	Three SEA staff members, 1 contractor	July 1, 2007 – June 30, 2008 for DVD development. Revised and disseminated as procedural and format changes dictate, through FFY 2010 (2010-2011).	Data on 60-day evaluation timelines collected via the Web IEP will be accurate and reliable.
Technical assistance. Clarification will be provided to AEA Directors of Special Education regarding the completion of 60-day evaluation timelines irrespective of reasons for delay.	Bureau Chief	Director's Meeting, September 2007 and as requested by Directors or indicated through quarterly verification.	AEA staff will complete more evaluations within 60 days.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and the Iowa Department of Education staff.

In the FFY 2005 (2005-2006) Response Letter to Iowa, OSEP summarized Iowa's data for FFY 2005 (2005-2006) as follows:

The State's FFY 2005 reported data for this indicator are 100%. The State has not demonstrated that it met its FFY 2005 target of 100%.

Valid and reliable data not provided.

The Analysis and Next Steps provided by OSEP to the Iowa Department of Education summarized the SPP response letter from OSEP to Iowa, dated February 27, 2006, requiring the State to submit data for FFY 2005 in its February 1, 2007 SPP/APR submission that reflect all required measurements for this indicator. The calculations provided in the FFY 2004 (2004-2005) SPP did not support the State's FFY 2004 baseline calculation of 98.10%. In addition, the State's FFY 2005 reported data did not account for 239 children referred from Part C to Part B for eligibility determination and did not support the State's determination that it has achieved 100% compliance with the requirement at 34 CFR §300.124(b) that children served in Part C and referred to Part B for eligibility determination have an IEP developed and implemented by their third birthdays.

OSEP determined that, for Indicator B12, the State must ensure that it reports accurate data for all required measurements for Indicator 12 in its FFY 2006 APR, due February 1, 2008. The State must review its improvement strategies, and revise them if appropriate, to ensure that they will enable the State to include data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements of 34 CFR §300.124.

In the FFY 2006 (2006-2007) APR for Indicator B12, Iowa will demonstrate compliance with requirements of 34 CFR §300.124, that calculations provided for FFY 2006 (2006-2007) are consistent with measurement required by OSEP, and that improvement activities contributed to inclusion of data in the FFY 2006 (2006-2007) APR compliant with the requirements of 34 CFR §300.124.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

- a. Number of children who have been served in Part C and referred to Part B for eligibility determination.
- b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in “a” but not included in “b” or “c”. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100.

Measurable and Rigorous Target:

Indicator 12 (percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Actual Target Data for FFY 2006 (2006-2007):

Improvement strategies were reviewed as requested by OSEP in Iowa’s Part B FFY 2005 SPP/APR Response Table. Iowa’s review determined that accurate data are collected, but that calculations reported in the FFY 2004 and FFY 2005 SPP/APR did not accurately reflect all required measurements for Indicator B12. Iowa determined that no revisions to improvement strategies for data collection were necessary.

However, measurements for FFY 2004 (2004-2005) and FFY 2005 (2005-2006) have been recalculated in order to provide accurate baseline and Year One data and the recalculated data are reported in the figures and tables of the FFY 2006 (2006-2007) APR. The SPP for FFY 2006 (2006-2011) and dated 2/1/08 has been changed to reflect the data calculations and is available on the Iowa Department of Education website.

Measurements for FFY 2006 (2006-2007) reflect the same calculation. In direct response to OSEP’s analysis / next steps in the FFY 2005 SPP/APR State Response Table, SEA staff from the Iowa Department of Education attest that, to the best of their knowledge, data in the FFY 2006 (2006-2007) APR demonstrate compliance with

the requirements of 34 CFR §300.124. Iowa has addressed measurement and calculation concerns identified in the Iowa Part B FFY 2005 SPP/APR Response Table.

Consistent with the Part B State Performance Plan (SPP) and Annual Performance Report (APR) Indicator Support Grid (11/9/07), Iowa has demonstrated correction of previous noncompliance, the tables below provide actual numbers used in the calculation, and the range of days beyond the third birthday when eligibility was determined and any reasons for the delays, is indicated.

Data in the following Tables and Figures provide the OSEP required calculations and resulting actual target data from FFY 2004 (2004-2005) through FFY 2006 (2006-2007) regarding: (a) the number of children who have been served in Part C and referred to Part B for eligibility determination; (b) the number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays; (c) the number of those found eligible who have an IEP developed and implemented by their third birthdays; and (d) the number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

In Iowa's Part B FFY 2005 SPP/APR Response Table, OSEP noted that the data provided for all measures of this indicator in FFY 2004 (2004-2005) and FFY 2005 (2005-2006) did not support the calculations provided. In order to provide evidence that these data have been corrected, Table B12.1 provides corrected numbers and calculations to support all measurements of this indicator for FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Table B12.1

Corrected State Totals for Number and Percent of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B and for whom Parent Refusal to Provide Consent Caused Delay, FFY 2004 (2004-2005) and FFY 2005 (2005-2006)

FFY	2004	2005
Measurement		
a. Number of children who have been served in Part C and referred to Part B for eligibility determination.	840	814
b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	420	226
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	412	587
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	8	1
Percent = c divided by (a – b) times 100.	98.10%	99.83%

Source. Iowa Information Management System, FFY 2004 (2004-2005) and FFY 2005 (2005-2006).

Table B12.2 summarizes actual target data for FFY 2006 (2006-2007).

Table B12.2
State Totals for Number and Percent of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B and for whom Parent Refusal to Provide Consent Caused Delay

Effective Transition Measure	Number
a. Number of children who have been served in Part C and referred to Part B for eligibility determination.	931
b. Number of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	3
c. Number of those found eligible who have an IEP developed and implemented by their third birthdays.	747
d. Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services.	3
Percent = c divided by (a – b) times 100. Percent = 747divided by (931 – 3) times 100.	80.50%

Note: 181 children were included in a but not b or c, of whom 3 had delay caused by parent refusal to provide consent. Reasons for delay for all 181 children are reported in Table B12.3.

Source. Iowa Information Management System, FFY 2006 (2006-2007).

Results of data in Table B12.2 indicate the measurable and rigorous target of 100% was not met for FFY 2006 (2006-2007), with 80.50% of children referred by Part C prior to age three, who were found eligible for Part B, having an IEP developed and implemented by their third birthdays. Actual target data for FFY 2006 (2006-2007) decreased from the FFY 2005 (2005-2006) actual target data of 99.83%.

Figure B12.1 summarizes the State of Iowa trend from FFY 2004 (2004-2005) – FFY 2006 (2006-2007), on percent of children who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

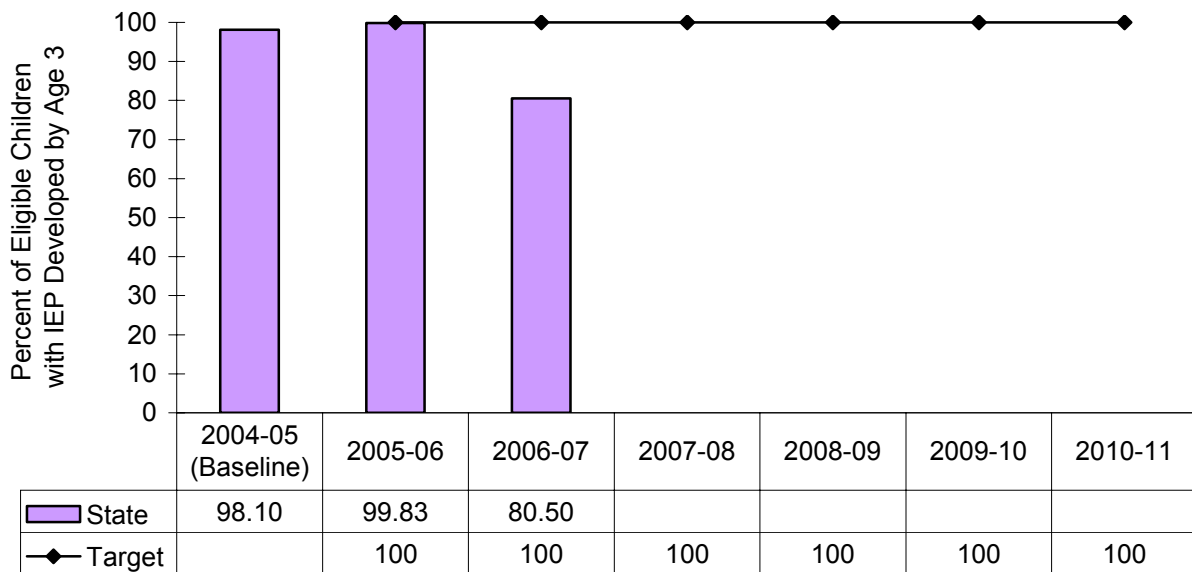


Figure B.12.1. Percent of Eligible Children with IEP Developed and Implemented by Age 3, FFY 2004 (2004-2005) through FFY 2006 (2006-2007). Source: Iowa's Information Management System, FFY 2004 (2004-2005) - FFY 2006 (2006-2007).

Iowa has not met the measurable and rigorous target for any of FFY 2004 (2004-2005), FFY 2005 (2005-2006), or FFY 2006 (2006-2007), for Indicator 12. Data have been variable over that same time frame, with FFY 2005 (2005-2006) improving from FFY2004 (2004-2005), and FFY 2006 (2006-2007) declining from FFY 2005 (2005-2006).

Indicator 12 has an additional required measurement to: (a) account for children included in “a” but not included in “b” or “c”, and (b) indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Table B12.3 summarizes information on number of children included in measure “A” of effective transition, but not in measure “B” or “C” and the range of delays beyond the third birthday.

Table B12.3 Children Included in “A” but not in “B” or “C” and Range of Delays Beyond Third Birthday	
Reason	Number of cases
Family reason	147
Child's hospitalization/long-term illness	3
Natural disaster	4
Moved	0
Transferred in	1
No valid reason	23
Parent refusal	3
Total	181
Range of days beyond third birthday when eligibility was determined	
1 - 438 days	

Source. Iowa Information Management System, FFY 2006 (2006-2007).

There were 181 children included in “a” but not included in “b” or “c,” three of whom experienced delay because of parent refusal to provide consent. The range of days beyond the third birthday after which transition occurred was one to 438 days.

Tables B12.1 and B12.2, and Figure B12.1, address the measurement requirements of Indicator B12. Iowa has not met the measurable and rigorous target for Indicator B12 established for FFY 2006 (2006-2007). Iowa has accounted for the children include in measurement “a” but not in measurement “b” or measurement “c,” and has reported the range of days beyond the third birthday after which transition occurred.

Table B12.4 provides information for all measures of effective transition for each Area Education Agency (AEA) in Iowa for FFY 2006 (2006-2007), while figure B12.2 illustrates trend information by AEA for FFY 2005 (2005-2006) and FFY 2006 (2006-2007).

Table B12.4

Number of Children Served in Part C and Referred to Part B, Determined Ineligible for Part B, Determined Eligible for Part B and for whom Parent Refusal to Provide Consent Caused Delay

AEA and State Totals										
1	7	8	9	10	11	12	13	14	15	State
(A) Served in Part C Referred to Part B										
72	174	58	90	117	200	82	60	10	68	931
(B) Referred to Part B Not Eligible										
0	0	1	1	0	0	0	0	0	1	3
(C) Eligible with IEP Developed and Implemented by Age 3										
58	108	50	75	86	173	71	57	8	61	747
(D) Parent Refusal for Consent Caused Delay in Evaluation/Initial Services										
0	2	0	0	1	0	0	0	0	0	3
Number Included in A but not in B or C										
14	66	7	14	31	27	11	3	2	6	181
Percent = C Divided by (A - B) * 100										
80.56	62.07	87.72	84.27	73.50	86.50	86.59	95.00	80.00	91.04	80.50

Source: Iowa's Information Management System, FFY 2006 (2006-2007).

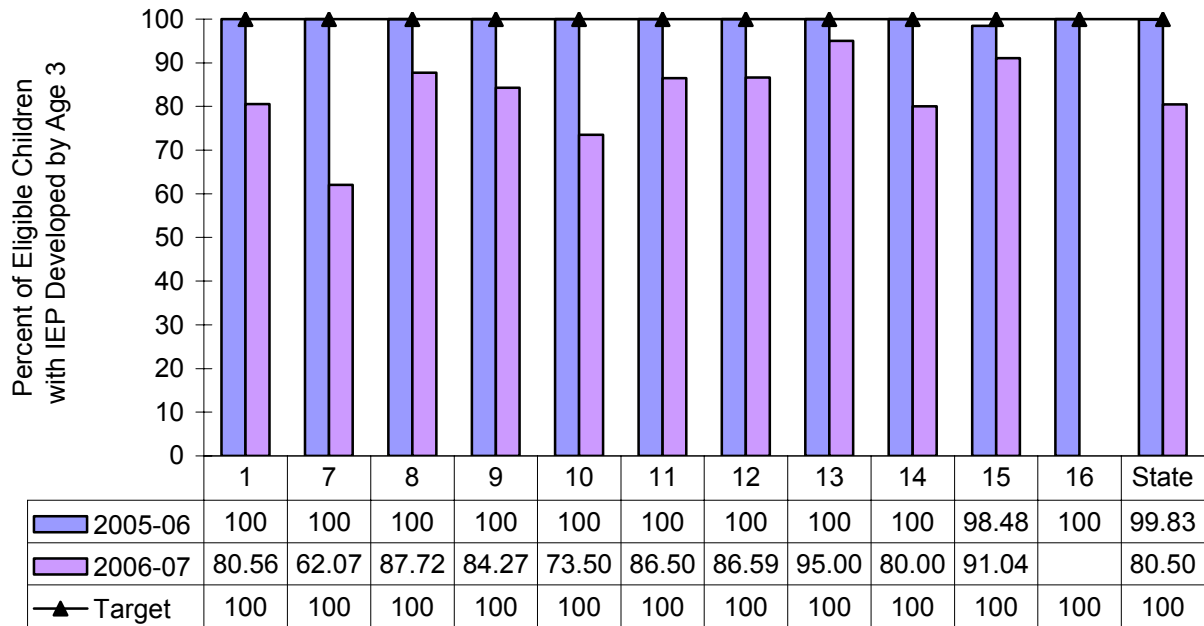


Figure B.12.2. Two-Year Summary of Percent of Eligible Children with IEP Developed and Implemented by Age 3, by AEA and for the State of Iowa. Source: Iowa's Information Management System, FFY 2005 (2005-2006) - FFY 2006 (2006-2007).

In FFY 2005 (2005-2006), 0 of 11 AEAs met the measurable and rigorous target for Indicator 12. In FFY 2006 (2006-2007), 7 of 10 AEAs met the measurable and rigorous target for Indicator 12 (Note: AEAs 15 and 16 merged in FFY 2006 (2006-2007), and data for FFY 2006 (2006-2007) are captured for the merged AEAs under AEA15).

Summary of Corrective Actions of SEA for Indicator 12

In the Response Letter to Iowa for the FFY 2005 (2005-2006) APR, OSEP provided specific instructions to Iowa to correct Indicator 12. Most of the corrective actions have been discussed in the text above. However, for clarity, each required action, and the corrective action taken by the SEA, is summarized in Table B12.5.

Table B12.5
Side-by-Side of OSEP Instruction in FFY 2005 Response Letter to Iowa

<i>OSEP Instruction</i>	<i>Iowa Corrective Action</i>
<p>OSEP's February 27, 2006 SPP response letter required the State to submit data for FFY 2005 in its February 1, 2007 SPP/APR submission that reflect all required measurements for this indicator. To support its baseline data of 98.10% for FFY 2004, the State reported that of the 552 children served in Part C and referred to Part B (measurement A), 420 children were found ineligible and had eligibility determined prior to their third birthday (measurement B), 412 children were found eligible and had an IEP developed and implemented by their third birthday (measurement C), and eight children did not have an IEP developed and implemented by their third birthday due to a delay in obtaining parental consent for services (measurement D). These data do not support the State's FFY 2004 baseline calculation of 98.10%. The State's FFY 2005 reported data are that of the 834 children served in Part C and referred to Part B for eligibility determination (measurement A), 595 children were found ineligible and had eligibility determined prior to their third birthdays (measurement B), 594 children were found eligible and had in IEP developed and implemented by their third birthdays (measurement C), and 1 child was not found eligible prior to the third birthday due to a parental refusal to give consent to services (Measurement D).</p> <p>The State's FFY 2005 reported data do not account for 239 children referred from Part C to Part B for eligibility determination and do not support the State's determination that it has achieved 100% compliance with the requirement at 34 CFR §300.124(b) that children served in Part C and referred to Part B for eligibility determination have an IEP developed and implemented by their third birthdays.</p>	<p>Table B12.1 provides corrected calculations for FFY 2004 (2004-2005) and FFY 2005 (2005-2006).</p>
<p>The State must ensure that it reports accurate data for all required measurements for Indicator 12 in its FFY 2006 APR, due February 1, 2008.</p>	<p>Data in Tables B12.1, B12.2, B12.3, and B12.4, and data in figures B12.1 and B12.2, are accurate and reflect required measurements for Indicator 12 in the FFY 2006 APR submission.</p>
<p>The State must review its improvement strategies, and revise them if appropriate, to ensure that they will enable the State to include data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements of 34 CFR §300.124.</p>	<p>Data are analyzed and progress is explained under <i>Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007)</i>.</p> <p>Improvement activities were implemented consistent with the State Performance Plan, and activities for FFY 2006 (2006-2007) are summarized in the section <i>Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007)</i>.</p> <p>Based on results obtained to-date and additional data analysis, changes in improvement activities are reported on under <i>Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007)</i>.</p> <p>The APR for Indicator 12, in totality, is the SEAs' effort to demonstrate in this FFY 2006 (2006-2007) APR, compliance with the requirements of 34 CFR §300.124.</p>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B12.6.

Table B12.6
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status / Next steps
Verification of data. Primary progress for improving data collection and accuracy were attributed to the revision and the implementation of systematic procedures of the SEA's Information Management System (IMS). Analysis of data from the SEA's IMS indicated inappropriate exit codes had been assigned when children exited Part C. As a result, the SEA completed revisions to the system data collection procedures including a revision of the exit code definitions. The SEA has requested additional IMS data collection revisions in order to capture the number of days beyond the child's third birthday eligibility determination and IEP development is not implemented, and the reason for the delay. (This is to facilitate electronic versus hand tallying of State data.)	Data for analysis and reporting are reliable and valid. Consultants were able to assess results of improvements in data collection and verification efforts made in FFY 2005.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of data to identify concerns. Data were analyzed by regional grantee liaisons and coordinators to identify regional and systemic issues regarding exit codes definitions and program implications.	The SEA determined that additional guidance was needed regarding the selection of certain exit codes. The SEA and AEAs identified a transition workgroup to develop guidance on this topic. Data analysis was used to inform AEA improvement plans.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of policies, procedures and practices. The SEA continued work with the transition work group to develop statewide procedures to address transition from Part C to Part B.	The SEA developed unified Part B and Part C transition policies and procedures. These were subsequently adopted by all AEAs.	Completed for FFY 2006 (2006-2007). Actions based on analysis of policies, procedures, and practices may evolve, but the activity itself will occur formatively through the FFY 2004 (2005-2010) SPP.
Technical assistance. The SEA engaged the services of the North Central Regional Resource Center (RRC) to revise the training content and to assist with the development of statewide training regarding transition procedures.	Online training for service coordinators, IFSP and IEP teams was initiated in June 2007. As of December 31, 2007, AEA service coordinators had completed online training.	Ongoing for FFY 2007 (2007-2008). Need for State level training will be reviewed annually throughout the FFY 2004 (2005-2010) SPP.
Technical assistance. The SEA provided training to data personnel regarding appropriate Part C exit codes.	The SEA revised procedures with IMS to collect the reason for delay of the development of the IEP beyond the child's third birthday.	Refresher training in data entry provided annually through FFY 2010 (2010-2011).
Technical assistance. The SEA provided thorough implementation guidance and training materials on the statewide transition policy and procedures that was adopted by all AEAs.	AEA adoption of unified policies and procedures and subsequent TA provided by the SEA led to greater statewide alignment with IDEA 2004 requirements and more accurate transition data.	Need for additional training to be determined with collaborative partners as described in the SPP.

Activity	Measurable Outcomes	Status / Next steps
Technical assistance. SEA implemented statewide training for approved AEA trainers addressing service coordinator roles and responsibilities in the transition process.	Statewide training was implemented for service coordinators.	Need for additional training to be determined with collaborative partners as described in the SPP.
Ongoing monitoring and enforcement as needed. SEA monitored related requirements through Iowa's system of general supervision and Part C file review (I-STAR).	AEAs have effectively implemented guidance provided by the SEA.	Ongoing for FFY 2007 (2007-2008). Ongoing annually through FFY 2010 (2010-2011).
Ongoing monitoring and enforcement as needed. SEA reviewed related requirements and revised items in Iowa's system of general supervision.	<p>Data collected from general supervision system are more accurate and informative for analysis and decision making.</p> <p>Monitoring data more accurately reflect related requirements for transition that are important to outcomes for children.</p> <p>AEAs use monitoring data more frequently throughout the year.</p>	Ongoing for FFY 2007 (2007-2008). Ongoing annually through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). Iowa experienced a decrease in this indicator from 99.83% in FFY 2005 (2005-2006) to 80.50% in FFY 2006 (2006-2007). The slippage of 19.33% is significant, but can be explained by improvements in the collection and reporting of Iowa's transition data.

In recalculating Indicator B12 figures for FFY 2004 (2004-2005) and FFY 2005 (2005-2006) (included in Table B12.1), SEA personnel determined that the measurement was not being adequately addressed because Iowa's data were not disaggregated to the level most appropriate for measuring the components of Indicator B12. For the FFY 2006 (2006-2007) submission of the APR, data on all students exiting Part C services were corrected and supplemented by AEAs. These data are now being collected as a standard part of the eligibility determination process in order to assure compliance with the requirements of Indicator B12 in future years.

Data submitted for the FFY 2006 (2006-2007) APR, while representing apparent slippage from previous years, are more accurate and reliable, and also reflect Iowa's best effort to collect and analyze valid data. The data correction occurred during FFY 2007 (2007-2008) and appears in Table B12.7 as a proposed activity.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B12.7. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B12.6 will continue in FFY 2007 (2007-2008), and are not listed in Table B12.7).

Table B12.7
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of data. SEA data team will develop procedures for the quarterly validation and verification of transition data.	2 SEA Staff, AEA data entry personnel	July 1, 2007 – June 30, 2008	Improved accuracy of IMS exit data.
Verification of data. SEA data team will distribute transition data to AEAs for validation and verification.	2 SEA Staff, AEA data entry personnel	October 1, 2007 – October 31, 2007	Exit codes and delay reasons for children leaving Part C will be verified.
Verification of data. SEA data team will revise data collection requirements for children transitioning from Part C services.	2 SEA Staff, AEA data entry personnel	July 1, 2007 – June 30, 2008	Data collected for indicator B12 will include all components needed to address the measurement.
Analysis of data to identify concerns. SEA will collaborate with the RRC to review and analyze web-based training evaluation data.	2 SEA Staff, RRC	July 1, 2007 – June 30, 2008	Evaluation data will be used to assess effectiveness of training and plan ongoing support.
Technical assistance. SEA will collaborate with transition workgroup to develop targeted exit code guidance.	1 SEA Staff	July 1, 2007 – June 30, 2008	More accurate selection of exit codes.
Technical assistance. SEA will facilitate development and implementation of parent information and training materials in partnership with the AEA Parent Educator Connection and Early Access regional leadership.	2 SEA Staff	July 1, 2007 – June 30, 2008	Families will be informed of their rights and the transition process.
Technical assistance. SEA will develop and implement training to efficiently capture reasons for delay in the development of an IEP.	1 SEA Staff	July 1, 2007 – June 30, 2008	Reasons for delay of development of the IEP by a child's third birthday will be documented and available for reporting.

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Ongoing monitoring and enforcement as needed. SEA will monitor related requirements through Iowa's system of general supervision.	2 SEA Staff	July 1, 2007 – June 30, 2008	SEA will be able to identify and correct noncompliance associated with transition requirements.
Ongoing monitoring and enforcement as needed. SEA will monitor alignment of AEA improvement plans and transition data.	2 SEA Staff	July 1, 2007 – June 30, 2008	SEA will be able to identify necessary TA and target TA to specific AEAs.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing (a) trend data, (b) targets, and (c) improvement activities, and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding components (a) through (c), and comments were compiled.

Stakeholder groups made up of representatives of individuals with disabilities, parents, educators, administrators, private adult care providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set priorities, and suggest improvement activities. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2005 (2005-2006) Response Letter to Iowa, OSEP summarized Iowa's data for FFY 2005 (2005-2006) as follows:

The State's FFY 2005 reported baseline data for this indicator are that 5% of the IEPs met all Six Critical Elements, transition assessments, post-secondary expectations, course-of-study, and goals, preferences and interests and services and supports.

The Analysis and Next Steps provided by OSEP to the Iowa Department of Education indicated an acceptance by OSEP of the State's Performance Plan for Indicator 13. OSEP also acknowledged that Iowa law requires transition planning to begin at age 14 (whereas federal law stipulates transition planning at age 16). In the analysis/next steps for Iowa for Indicator 13, OSEP wrote that

OSEP recognizes that Iowa has a higher standard for review of transition IEPs than is required under IDEA and the requirements of 34 CFR §300.320(b).

OSEPs final next step for Indicator 13 for Iowa was that

OSEP looks forward to reviewing data in the FFY 2006 APR, due February 1, 2008 that demonstrate compliance with the requirements of 34 CFR §300.320(b), including correction of noncompliance identified in FFY 2005.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Performance of each local education agency for FFY 2006 (2006-2007) will be posted the earlier of: (a) within 15 days of delivery to the LEA or (b) August 1, 2008. AEA profiles are posted at: <http://www.iowa.gov/educate/content/view/599/586/>, district profiles are posted at: <http://www.iowa.gov/educate/content/view/600/586/>.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

FFY	Measurable and Rigorous Target
FFY 2006 (2006-2007)	100% of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Actual Target Data for FFY 2006 (2006-2007):

States are allowed to select a sample of IEPs to be reviewed in order to obtain data for this indicator. As described on page two of the General Instructions, states must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail in Iowa's SPP for Indicator 13, updated for FFY 2006, and outlined here.

In order to obtain the sample for FFY 2006 (2006-2007) IEPs were randomly selected at the district level from the population of students with disabilities ages 14 and older in districts in the self-assessment year of Iowa's school improvement cycle. (Please note that Iowa Code requires that transition planning begin by age 14, rather than age 16, as stipulated by IDEA.) Sample size was determined using a 95% confidence interval with a margin of error of +/-10%. The sample was drawn with stringent confidence intervals because of the magnitude of decision-making based on the data. The sample was drawn to ensure representativeness. Responses were later assessed to validate the sample on representativeness by age, race and gender (see tables B13.1 – B13.3). (Please note that Iowa does not collect information on disability category).

If, over time, the actual use of data by stakeholder groups is applied to lower-stakes decisions, the confidence interval about the sample may be adjusted accordingly.

The sample was drawn from districts in the self-assessment year within Iowa's school improvement cycle in FFY 2006 (2006-2007). These schools are scheduled for a future site visit during FFY 2007 (2007-2008).

Data collection team members received training and passed three reliability checks with at least 75% accuracy prior to data collection. A response rate of 100% was achieved. The survey instrumentation (for Iowa, variable operationalization and data collection score-sheets) are included at the conclusion of Indicator B13.

Data were collected and entered by AEA staff and returned to the SEA, where they were validated. Missing data and outliers were flagged and verified. After verification, analysis was conducted by Dr. Michael Larsen of Iowa State University, Department of Statistics.

Selection bias was avoided to the largest possible extent by drawing a representative sample of IEPs at a high level of confidence and conducting the analysis only after weighting the data properly.

Sample data for FFY 2006 (2006-2007) were assessed for similarity or difference of the sample to the population of students with disabilities. Tables B13.1, B13.2 and B13.3 present the representativeness of the sample of IEPs reviewed with respect to age, race/ethnicity and gender, respectively.

Table B13.1
Representativeness of IEPs Sampled by Age

Age								
<i>Population Percent</i>								
14	15	16	17	18	19	20	21	TOTAL
22.92	22.51	22.32	19.02	9.46	2.50	1.11	0.16	100
<i>Response Percent</i>								
14	15	16	17	18	19	20	21	TOTAL
24.49	23.49	24.35	17.70	7.78	1.28	0.76	0.14	100
<i>Percent Difference</i>								
14	15	16	17	18	19	20	21	
1.57	0.98	2.03	-1.32	-1.67	-1.22	-0.35	-0.02	

Source. Iowa Information Management System and ISTAR System, FFY 2006 (2006-2007).

Across ages, the percentage of IEPs sampled ranged from undersampling of 1.67 percent (age 18) to oversampling of 2.03 percent (age 16). The SEA interpreted the data in Table B13.1 as supportive of sufficient stratification and representation by age.

Table B13.2
Representativeness of IEPs Sampled by Race/Ethnicity

Race/Ethnicity					
<i>Population Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.93	8.97	4.82	0.75	84.53	100
<i>Response Percent</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL
0.71	5.36	4.41	0.62	88.89	100
<i>Percent Difference</i>					
Asian	African-American	Hispanic	American-Indian	Caucasian	
-0.22	-3.61	-0.40	-0.13	4.37	

Source. Iowa Information Management System and ISTAR System, FFY 2006 (2006-2007).

Across subgroups of race, the percentage of IEPs sampled ranged from undersampling of 3.67 percent (African-American) to oversampling of 4.37 percent (Caucasian). The SEA interpreted the data in Table B13.2 as supportive of sufficient stratification and representation by race/ethnicity.

Table B13.3
Representativeness of IEPs Sampled by Gender

Gender		
<i>Population Percent</i>		
Female	Male	TOTAL
36.10	63.90	100
<i>Response Percent</i>		
Female	Male	TOTAL
35.60	64.40	100
<i>Percent Difference</i>		
Female	Male	
-0.50	0.50	

Source. Iowa Information Management System and ISTAR System, FFY 2006 (2006-2007).

Across subgroups of gender, the percentage of IEPs sampled ranged from undersampling of 0.50 percent (female) to oversampling of 0.50 percent (male). The SEA interpreted the data in Table B13.3 as supportive of sufficient stratification and representation by gender.

Taken as a whole, Tables B13.1, B13.2, and B13.3 suggest that the sample resulted in representative data from which general inferences can be drawn.

Table B13.4 contains the raw numbers of IEPs reviewed in order to generate the actual target data for FFY 2006 (2006-2007). In conducting the data analysis for Indicator 13 the Ns were weighted according to AEA population, as described in the State Performance Plan.

Table B13.4
Numbers of IEPs Reviewed by AEA, FFY 2006 (2006-2007)

AEA	1	7	8	9	10	11	12	13	14	15	State
N	170	333	114	132	384	411	235	126	108	93	2106
Percent	8.07	15.81	5.41	6.27	18.23	19.52	11.16	5.98	5.13	4.42	100

Source. Iowa Information Management System FFY 2006 (2006-2007).

Table B13.5 includes the unweighted numbers of IEPs with coordinated, measurable goals out of the sample depicted in Table B13.4. Table B13.5 also includes the weighted totals used to obtain the calculation.

Table B13.5
Unweighted and Weighted Totals Used in Calculation, FFY 2006 (2006-2007)

	Unweighted	Weighted
Number of IEPs with Coordinated, Measurable IEP Goals	318	2857.5
Number of IEPs	2106	18948.93
Percent	15.10%	15.08%

Actual target data for FFY 2006 (2006-2007) for Indicator 13 is depicted in Figure B13.1. Data from FFY 2005 (2005-2006), and the State measurable and rigorous targets through FFY 2010 (2010-2011), are also depicted in Figure B13.1.

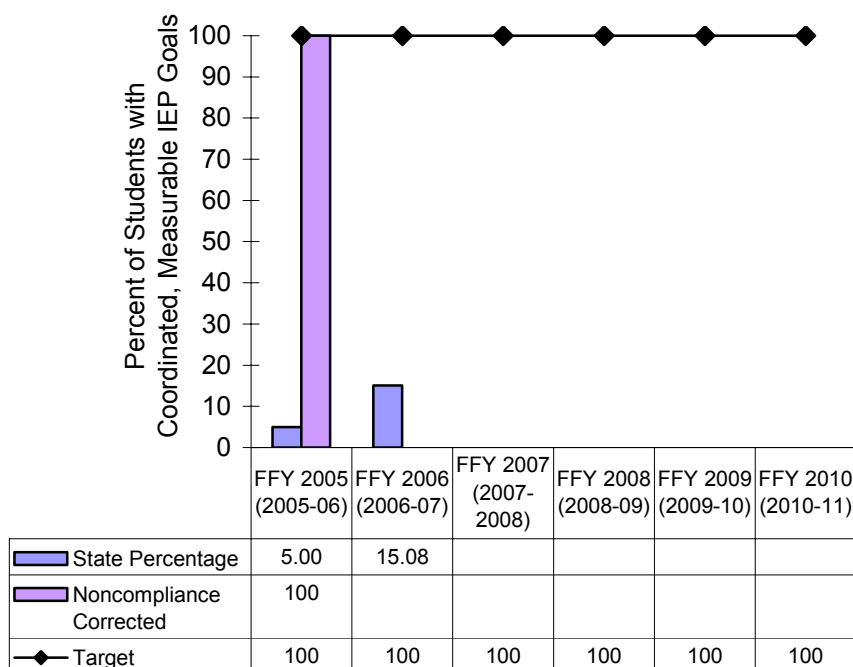


Figure B13.1. Two-Year Comparison and State Targets of Percent of IEPs with Coordinated, Measurable, Annual IEP Goals. Source. Iowa ISTAR System, FFY 2006 (2006-2007).

Iowa did not meet the measurable and rigorous target for Indicator 13 for FFY 2006 (2006-2007), with 15.08 percent of IEPs including coordinated, measurable, annual IEP goals and transition services that will reasonably enable students to meet post-secondary goals.

Data in FFY 2006 (2006-2007) represented increased performance from actual target data obtained in FFY 2005 (2005-2006), when 5.00% of IEPs were rated as having coordinated, measurable, annual IEP goals and transition services that would reasonably enable students to meet post-secondary goals.

Figure B13.2 depicts two years of data on the critical elements of: (a) Preferences and Interests, (b) Transition Assessments, (c) Post-secondary Expectations, (d) Course of Study, (e) Goals that Support Post-Secondary Education, and (f) Services and Supports.

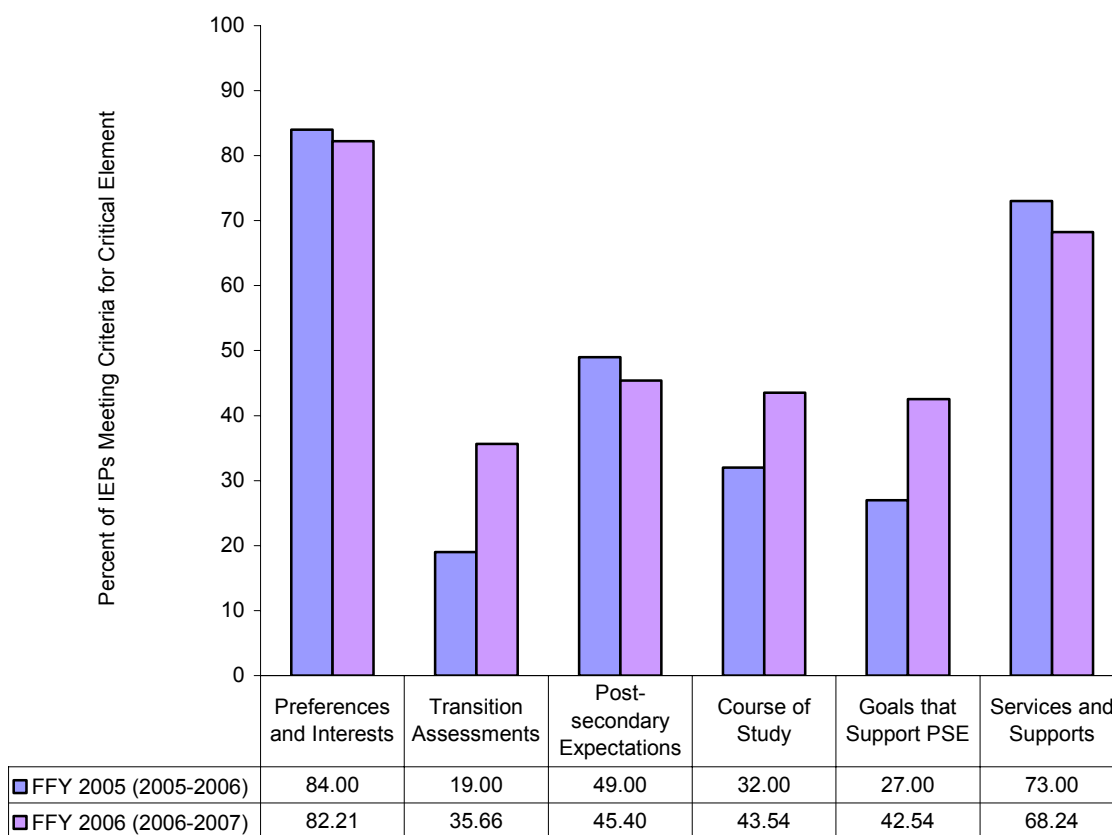


Figure B13.2. Ratings of Six Critical Elements for FFY 2005 (2005-2006) and FFY 2006 (2006-2007). Source. Iowa ISTAR System, FFY 2006 (2006-2007).

Figure B13.2 reflects increases in quality of IEPs for 3 of 6 critical elements: (a) transition assessments (increasing to 35.66% in FFY 2006 from 19.00 in FFY 2005), (b) course of study (increasing to 43.54% in FFY 2006 from 32.00% in FFY 2005), (c) goals that support post-secondary education (increasing to 42.54% in FFY 2006 from 27.00% in FFY 2005).

Conversely, the data in figure B13.2 reflects decreases in quality of IEPs for 3 of 6 critical elements: (a) preferences and interests (decreasing in FFY 2006 to 82.21% from FFY 2005 ratings of 84.00%), (b) post-secondary expectations (decreasing in FFY 2006 to 45.40% from FFY 2005 performance of 49.00%), and (c) services and supports (decreasing in FFY 2006 to 68.24% from FFY 2005 performance of 73.00%).

Figures B13.3, B13.4, B13.5, and B13.6 depict specific improvements or decrements in critical elements in FFY 2006 (2006-2007) when compared to FFY 2005 (2005-2006).

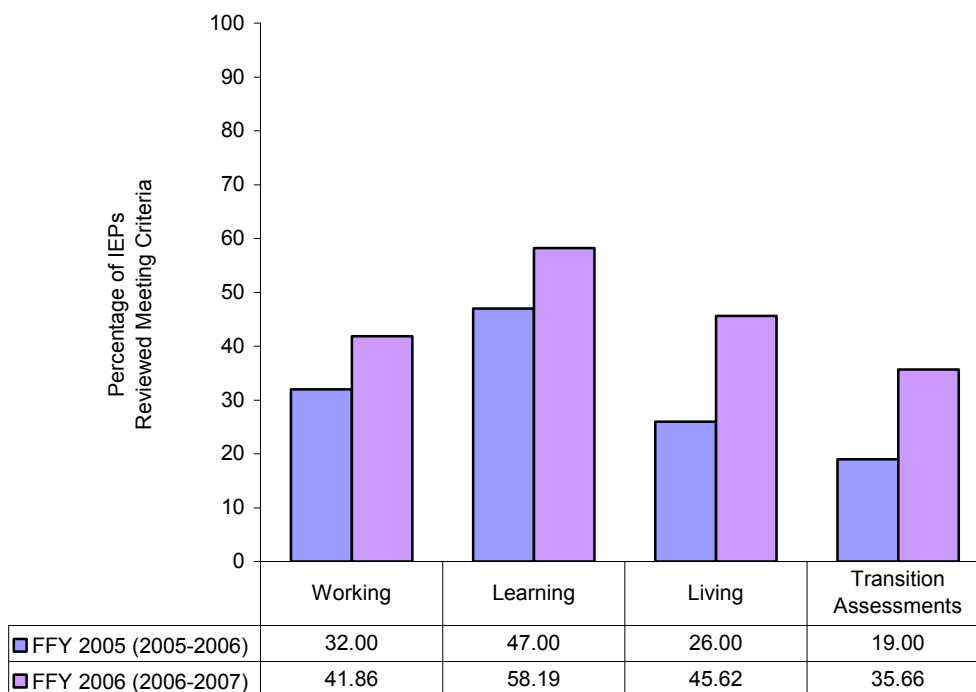


Figure B13.3. Specific Areas of Improvements in Transition Assessment, FFY 2006 (2006-2007) compared to FFY 2005 (2005-2006).
 Source. Iowa ISTAR System, FFY 2006 (2006-2007).

Figure B13.3 addresses quality of Transition Assessments. While 35.66 percent of all IEPs reviewed had assessments for all three areas, more IEPs addressed postsecondary areas than the previous year. The biggest increase was in the area of postsecondary living which increased from 26.00 percent to 45.62 percent of the IEPs (+19.62%). Increases were also observed in the postsecondary areas of working (+9.86%) and learning (+ 11.19%).

Figure B13.4 summarizes differences in ratings for Course of Study in FFY 2006 (2006-2007) compared to FFY 2005 (2005-2006).

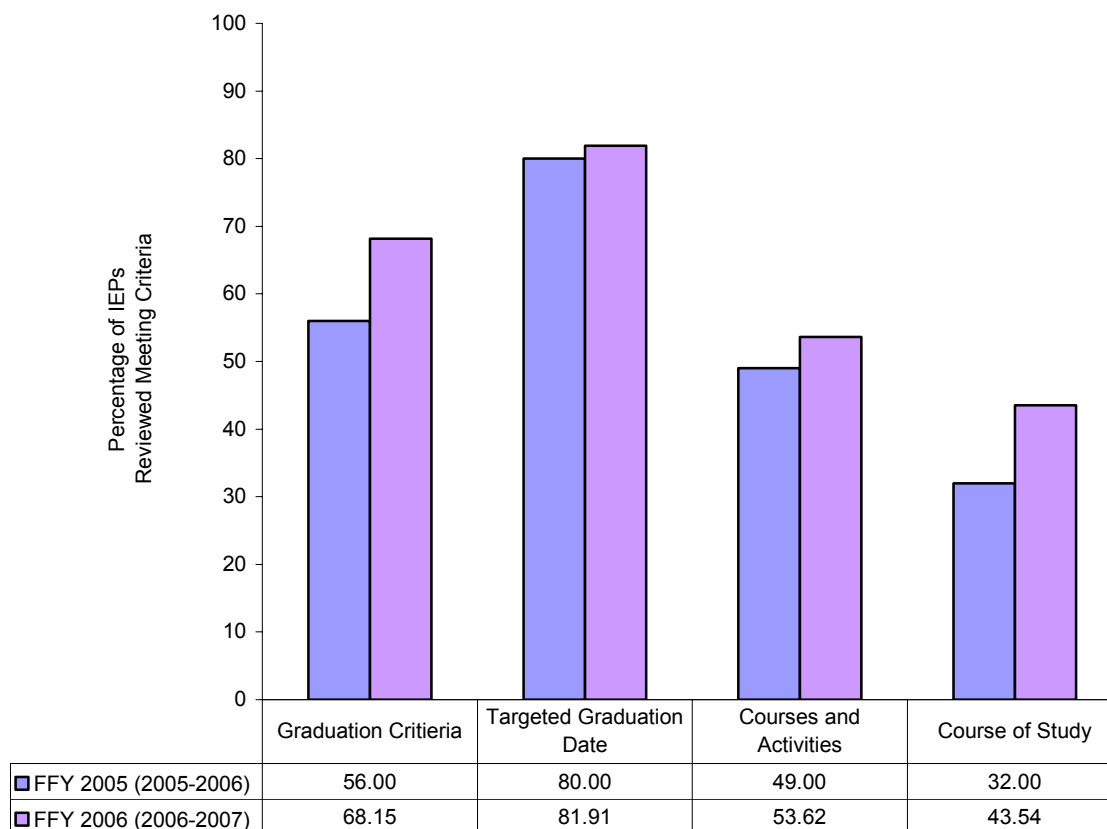


Figure B13.4. Specific Areas of Improvement in Course of Study, FFY 2006 (2006-2007) compared to FFY 2005 (2005-2006). *Source. Iowa ISTAR System, FFY 2006 (2006-2007).*

The greatest increase was observed in the area of inclusion of graduation criteria [from 56% in FFY 2005 (2005-06) to 68.15% in FFY 2006 (2006-07)]. Smaller increases were observed in the inclusion of targeted graduation date (+ 1.91%) and courses and activities (+ 4.62%).

Figure B13.5 depicts changes in the area of Post-Secondary Expectations in FFY 2006 (2006-2007) compared to FFY 2005 (2005-2006).

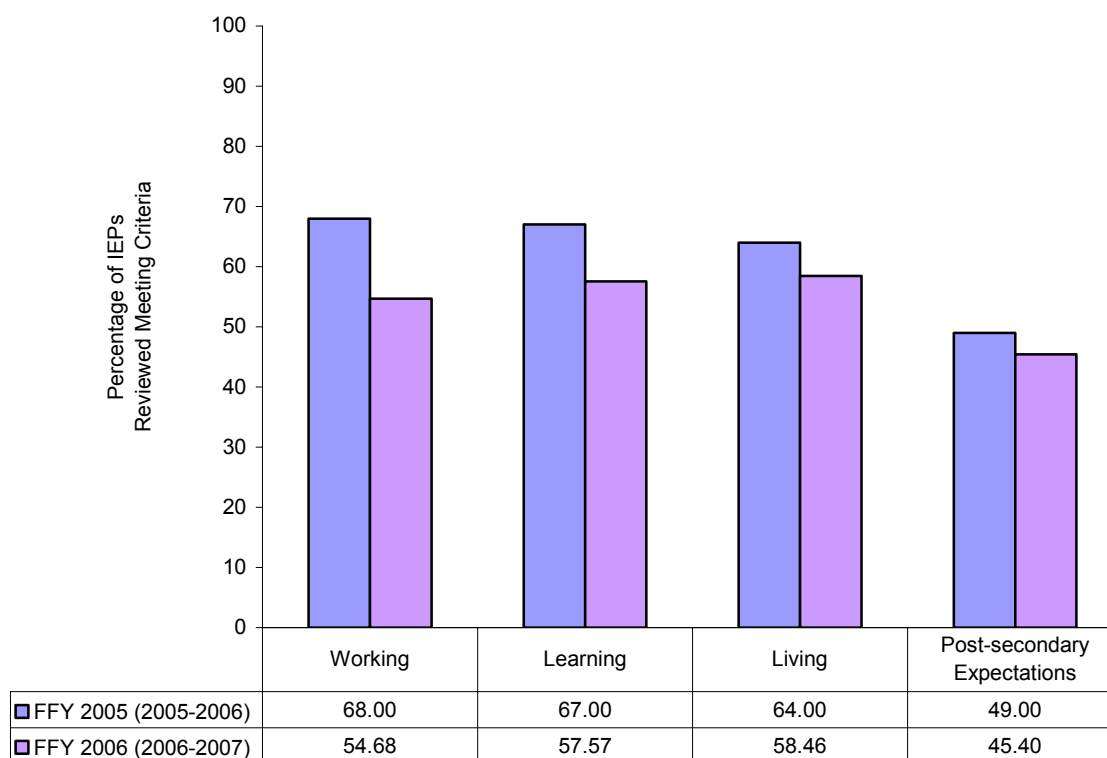


Figure B13.5. Specific Areas of Improvement (or Decline) in Post-Secondary Expectations, FFY 2006 (2006-2007) compared to FFY 2005 (2005-2006). Source. Iowa ISTAR System, FFY 2006 (2006-2007).

Working, Learning, and Living, all observed declines in FFY 2006 (2006-2007) compared to results from FFY 2005 (2005-2006).

Figure B13.6 depicts changes in the area of Well Written Goals in FFY 2006 (2006-2007) compared to FFY 2005 (2005-2006).

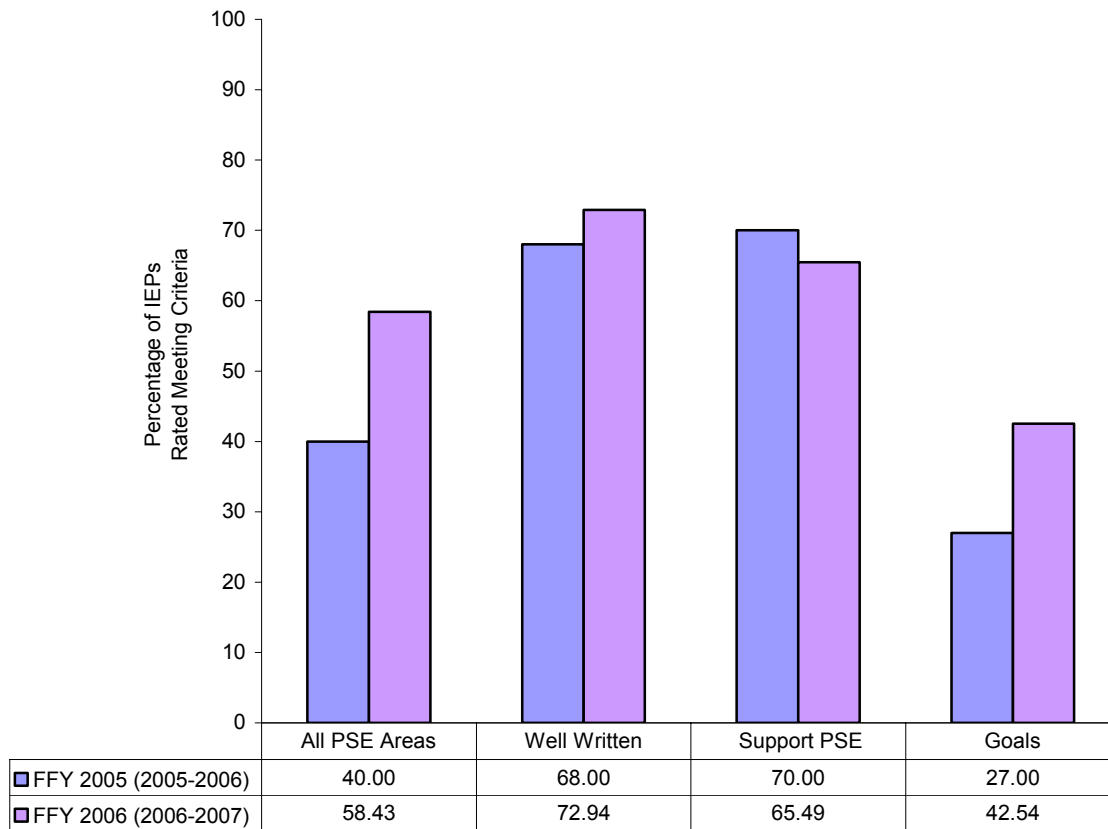


Figure B13.6. Specific Areas of Improvement (or Decline) in Well Written Goals, FFY 2006 (2006-2007) compared to FFY 2005 (2005-2006). Source. Iowa ISTAR System, FFY 2006 (2006-2007).

The percent of IEPs that had annual goals that supported pursuit of the postsecondary expectations for living, learning, and working decreased from 70.00 percent in FFY 2005 (2005-06) to 65.49 percent in FFY 2006 (2006-07), a decrease of 4.51 percent.

When data are aggregated within each IEP and then aggregated at the State-level, the performance levels in the actual target data reflect issues with IEPs meeting criteria for all 6 critical elements. Further technical assistance around quality transition IEPs are indicated.

Description of Corrective Actions Taken by the SEA:

Table B13.6 summarizes the corrections of IEPs from FFY 2005, with Critical Element, percentages of IEPs judged sufficient for that critical element in FFY 2005, and percentages of IEPs judged sufficient for that critical element after correction during FFY 2006 (2006-2007).

As required by OSEP in the analysis / next steps to Iowa in the FFY 2005 Response Letter, Iowa reports that 100% of IEPs noncompliant in FFY 2005 (2005-2006) were corrected in FFY 2006 (2006-2007), so that 100% of IEPs for FFY 2005 (2005-2006) are now compliant with the requirements of 34 CFR §300.320(b).

Table B13.6
Percentage of IEPs from FFY 2005 (2005-2006) Compliant for Each Critical Element, and Percent of Same IEPs Compliant after Correction in FFY 2006 (2006-2007)

<i>Critical Element:</i>	<i>Percentage of IEPs Compliant FFY 2005</i>	<i>Percentage of IEPs from FFY 2005 Compliant after Correction FFY 2006</i>
Preferences and Interests	84.00	100
Transition Assessments	19.00	100
Post-secondary Expectations	49.00	100
Course of Study	32.00	100
Goals that Support PSE	27.00	100
Services and Supports	73.00	100
All Elements	5.00	100

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B13.7.

Table B13.7
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status / Next Steps
Verification of data. Gather, report, and analyze Indicator B13 data with collaborative partners.	AEA and LEA staff became certified to collect data. Data for Indicator 13 were gathered, verified, and reports were generated through I-STAR. An additional 202 people were certified, raising the number to 287 statewide. For informational purposes, a discussion of the I-STAR data verification process is included with Indicator 15.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of data to identify concerns. Gather and analyze needs assessment data for issues of practice in transition assessments (skills and service delivery issues).	From the needs assessment, areas in need of skill development, and tools and resources needed to complete transition assessments, were identified. These areas needing skill development, and resources, are described further in activities captured in <i>technical assistance</i> . Data from the needs assessment were used for the development of the State of Iowa State Personnel Development Grant (SPDG) submission to OSEP.	Ongoing for FFY 2007 (2007-2008) and targeted for completion in FFY 2009 (2009-2010)
Analysis of policies, procedures and practices. A State model for transition assessments was developed	A State model for transition assessments was developed. Feedback from teachers and consultants in the schools was solicited on the model and support tools were conceptualized. Development work on the support tools began.	Completed in FFY 2006 (2006-2007). Will not be included as an improvement activity for the FFY 2007 (2007-2008) APR.

Activity	Measurable Outcomes	Status / Next Steps
Analysis of policies, procedures and practices. The State IEP form was reviewed and revised with an emphasis on 6 critical elements.	A revised format was embedded in the web-IEP that requires information on all 6 critical elements to be included in the IEP before the IEP is accepted into the system.	Completed in FFY 2006 (2006-2007). Will not be included as an improvement activity for the FFY 2007 (2007-2008) APR.
Analysis of policies, procedures and practices. A process for correcting and documenting corrections of non-compliant IEPs was developed and implemented.	The process was completed, incorporated into I-STAR. Noncompliant transition IEPs from FFY 2005 (2005-2006) were corrected as required by OSEP and Iowa is reporting 100% of IEPs from FFY 2005 (2005-2006) were corrected and are now compliant.	Completed in FFY 2006 (2006-2007). Will not be included as an improvement activity for the FFY 2007 (2007-2008) APR.
Technical assistance. Develop tools to assist in the administration, interpretation and application of transition assessments for transition planning and service delivery.	Awareness information was disseminated over Iowa's video-conferencing network and through print materials. A web tool was conceptualized and contractors (North Central Regional Resource Center and Dr. Clark) were identified.	Ongoing for FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011).
Technical assistance. Provide Technical Assistance to Area Education Agencies to understand documentation of transition assessments in the IEP.	Design and implementation of a WebCT course for certification for collecting data for Indicator 13. Training materials were developed for in-person training at the AEA level. Course was updated to align with the FFY 2006 (2006-2007) State of Iowa IEP.	Ongoing for FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011).

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007).

In reviewing the data and progress on intended activities, stakeholder comments were generally positive. The FFY 2006 (2006-2007) overall growth of 10 percent of IEPs that met criteria (from 5% to 15%) was actually more than expected as many of IEPs that were reviewed in FFY 2006 (2006-07) were written in FFY 2005 (2005-06) (prior to establishing the criteria for measuring Indicator B13 and prior to implementation of any SPP improvement activities).

Data were provided to stakeholders for explanation of progress, and stakeholders believed that the increase in quality of transition assessments could be explained by the SEA-sponsored activities around transition assessment as reflected in the SPP activities. Progress was attributed specifically to the design of the transition assessment model.

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2005 (2005-2006):

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the State know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the State?

The SEA determined where noncompliance was occurring by sampling IEPs. IEPs were rated for presence or absence on criteria established for each of 6 critical elements relevant to Indicator 13 (Preferences and Interests, Transition Assessments, Post-secondary Expectations, Course of Study, Goals that Support Post-secondary expectations, and Services and Supports). While the data for FFY 2005 (2005-2006) are summarized in (a) the SPP for Iowa and (b) Table B13.6, and (c) Figures B13.1 through B13.6 under FFY 2005 (2005-2006), for readers' convenience, Table B13.8 summarizes original compliance and percent corrected in FFY 2006 (2006-2007), for each critical element.

Table B13.8
FFY 2005 (2005-2006) Percent IEPs Compliant, and Corrected Totals

Critical Element	All Elements	Preferences and Interests	Transition Assessments	Post-Secondary Expectations	Course of Study	Goals that Support PSE	Services and Supports
Percent Compliance (original)	5.00	84.00	19.00	49.00	32.00	27.00	73.00
Percent Compliance (corrected)	100	100	100	100	100	100	100
Percent Timely Corrected	100	100	100	100	100	100	100

The SEA determined that noncompliance was occurring because IEP teams were not using Indicator 13 critical element criteria when writing initial IEPs. Based on the data, a change in practice was made: Training to improve IEPs was provided as an improvement activity.

To verify that IEPs were in compliance, all IEPs sampled and reviewed were returned to IEP teams for correction of all critical elements rated out-of-compliance for each IEP. AEAs have written assurances of correction on file with the SEA. The assurance from AEAs is that IEPs identified as noncompliant in FFY 2005 (2005-2006) were corrected as soon as possible but no later than one year from identification, through verification via the AEA staff rating the IEPs initially and after return to IEP teams for corrective actions.

When compliance findings are identified through Iowa's general supervision system and not corrected as soon as possible but no later than one year from identification, Iowa requires that enforcement actions be taken. All IEP noncompliance on critical elements is corrected by IEP teams and validated by AEA personnel. Districts refusing to correct IEPs must submit a corrective action plan to the AEA. AEAs notify the SEA when districts refuse to submit corrective action plans, or when the district's corrective action plan is not being implemented. The SEA may conduct a review of districts depending on data, otherwise, AEA staff verify full implementation of the corrective action plan within one year. Documentation from district and AEA staff provide the SEA with evidence that noncompliance was corrected.

In FFY 2005 (2005-2006), all noncompliance was corrected as soon as possible but no later than one year from identification, and the SEA was not required to implement enforcement activities around Indicator B13.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Stakeholders projected continued or greater increases in quality of transition assessments as awareness of the model grows. Stakeholders also counseled that the percentages of IEPs meeting criteria for postsecondary expectations, goals that support the postsecondary expectations, and services and supports necessary, may decrease as the quality of transition assessments increases. The rationale is that as the relevance and specificity of transition assessment information increases it will be easier to determine if the postsecondary expectations, goals and supports and services reflect the student's interests, preferences, strengths and needs. This discussion lead to the recommendation that SPP improvement activities continue as identified.

There are no revisions to improvement activities for FFY 2007 (2007-2008). All improvement activities for Indicator B13 are described in the State Performance Plan and in Table B13.7. Specific areas of emphases for FFY 2007 (2007-2008) will be enhancing the link of transition assessment to the other critical elements of the IEP and increasing partnerships between Education and agencies such as Iowa Vocational Rehabilitation Services.

**Iowa Department of Education
Indicator B13 Data Collection**

Critical Element 1: Interests and Preferences

What: Interests and/or preferences as they relate to post-secondary areas

Typical statements begin: Jesse likes . . . , Clayton chooses . . . , or LaTisha wants. . .

Likely location: Page B- *"Strengths, interests and preferences of this individual"*

Other possible locations: Post-secondary Expectations

Critical Element 2: Transition Assessments

What: For each area of living, learning, and working:

1. **Specific data.** Information related to strengths/needs for *each* post-secondary area and targeted post-secondary expectation (living, learning, and working).
 - Data are sufficient to determine if there is a need for transition services in the specific post-secondary area as it relates to the student's targeted post-secondary expectation in that area (e.g., full time employment).
 - If services are needed, data are specific enough to write a goal or activity.
 - If there is no need for services in a post-secondary area, the data are sufficient to determine that there is no need for transition services in that post-secondary area.
2. **Source of the data.** The IEP should include information that names the method of assessment (e.g., classroom observation, student interview) or the specific name of the assessment tool.
3. **Each post-secondary area has been assessed.**
Data are sufficient to determine that an assessment of the post-secondary area was made.

Likely Location: Anywhere on page B

Other Locations: *Current Functioning* on page D

Critical Element 3: Post-Secondary Expectations

What: A statement for each area of living, learning, and working that:

1. Projects beyond high school.
2. Is based on assessment information
3. Is observable

Likely Location: **Must** be in the appropriate section on page B (*Based on . . . describe the postsecondary expectations . . .*)

If the section refers you back to the vision statement – that is acceptable. If the statements appear in the vision statement but the PSE section is blank– it does not meet criteria.

Critical Element 4: Course of Study

What: Projects to the anticipated end of high school, based on needs and includes:

1. Targeted graduation date;
2. Graduation requirements; and
3. Courses and activities necessary to pursue student's PSE.

Likely Location: *Course of Study* on page B

Critical Element 5: Annual Goals

- What:
1. All goals support pursuit of post-secondary expectations
 2. All goals meet the requirements of a well written goal
 3. All areas of post-secondary expectations have a goal or service/activity or justification.

Likely Location: Page D of IEP

Other Locations: To determine if goals support pursuit of PSE you will need to refer back to page B. If not all PSE areas are addressed, or if needs identified in PLAAFP are not addressed by goals, you will need to review page F (supports, services and activities).

Critical Element 6: Supports, Services, Activities, Linkages

What: Services and supports are appropriate and sufficient for duration of the IEP as determined by:

1. Specific descriptive statements (e.g., anticipated frequency, setting and duration of each service, activity and support.)
2. All needs identified on Page B are addressed through goals and/or services, activities and/or supports.

Likely Location: Page F of the IEP.

Other Locations: Will need to examine entire IEP to see if services identified are sufficient.

Information on PAGE B, D and F of the IEP: Post Secondary Transition

Item No.	Review Questions	Yes	No	NA	Criteria for response
T20. Age Group C	Does the IEP include the student's preferences or interests as they relate to areas of post-secondary expectations (living, learning and working) and that they will be helpful for planning transition services?				Yes = Preferences or interests of the student are listed. (Interests= things that evoke curiosity. Preferences = things chosen over others). No = No listing of interests or preferences, or items listed are not the student's.
T21a. Age Group C	Does the IEP document that the post-secondary area of living has been sufficiently assessed and information used as basis of transition planning?				Yes = Specific data related to the student's living skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of living as it relates to student's post-secondary expectations for living was done. No = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of living has been assessed.
T21b. Age Group C	Does the IEP document that the post-secondary area of learning has been sufficiently assessed and information used as basis of transition planning?				Yes = Specific data related to the student's learning skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of learning as it relates to student's post-secondary expectations for learning was done. No = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of learning has been assessed.
T21c. Age Group C	Does the IEP document that the post-secondary area of working has been sufficiently assessed and information used as basis of transition planning?				Yes = Specific data related to the student's working skills and the method of collection or source of the data are listed. Data are sufficient to determine that an assessment of the post-secondary area of working as it relates to student's post-secondary expectations for working was done. No = No specific data are listed, or the source or method of data collection is missing, or data are insufficient to determine that the post-secondary area of working has been assessed.
T22a. Age Group C	Is there a post-secondary expectation of living that projects beyond high school, based on assessment information and is observable?				Yes = Postsecondary expectations incorporates observable post school outcomes in the area of living. No = Area is not stated as an observable behavior, not addressed or addressed vaguely.
T22b. Age Group C	Is there a post-secondary expectation of learning that projects beyond high school, is based on assessment information and is observable?				Yes = Postsecondary expectations/vision statement incorporates observable post school outcomes in the area of life long learning. No = Area is not stated as an observable behavior, not addressed or addressed vaguely.
T22c. Age Group C	Is there a post-secondary expectation of working that projects beyond high school, based on assessment information and is observable?				Yes = Postsecondary expectations/vision statement incorporates observable post school outcomes in the area of work/employment. No = Area is not stated as an observable behavior, not addressed or addressed vaguely.
Item No.	Review Questions	Yes	No	NA	Criteria for response
T23a. Age Group C	Does the course of study identify a targeted graduation date?				Yes = The graduation requirements are clearly documented. No = The graduation requirements are not documented, unclear or vague.
T23b. Age Group C	Does the course of study identify graduation criteria?				Yes = The graduation date is documented. No = The graduation date is not documented.
T23c. Age Group C	Does the course of study project courses and activities necessary to pursue the post-secondary expectations?				Yes = Courses and activities, if needed, are listed and project to the targeted graduation date. No = Needed courses and activities are not listed or vague.
T24a. Age Group C	Do all the annual goals support pursuit of post-secondary expectations?				Yes = Each goal listed addresses a need listed in the PLAAFP and will assist the student to pursue targeted post-secondary expectations. No = One or more goals listed do not reflect a need listed in the PLAAFP or will not be necessary for the student to pursue targeted post-secondary expectations.

Item No.	Review Questions	Yes	No	NA	Criteria for response
T24b. Age Group C	Are all the annual goals well written?				Yes = Evidence reviewed shows that the goal states the condition(s), skill or behavior, and criterion. No = Evidence reviewed shows no condition(s) described in the goal, skill or behavior, and criterion.
T24c. Age Group C	Are there goals, services or activities for every post-secondary area?				Yes = Each post-secondary area of living, learning, and working is addressed through goals, services or activities. No = One or more post-secondary area does not have a goal, service, or activity.
T24d. Age Group C	If not, is there justification in the PLAAFP?				Yes = Rationale for not needing services, supports or activities is listed in the PLAAFP and based on assessment information for each post-secondary area missing in question 24c. No = No rationale is listed for each post-secondary area not addressed through services, supports and activities, or rationale is not based on assessment data. NA = All three post-secondary areas are addressed by goals, services or activities.
T25. Age Group C	Are there specific statements describing the services and supports necessary to accomplish the annual goals and activities and to meet all needs identified in the PLAAFP?				Yes = Each service, activity and support marked "yes" has a narrative description on Page F that clearly indicates the amount of resources to be committed. No = Not all services, activities and supports have a description on Page F or are vague.

Part B State Performance Plan (SPP) for FFY 2006-2010**Overview of the State Performance Plan Development:**

Indicator 14 of the State Performance Plan is being submitted as a new indicator, February 1, 2008, as required by the Office of Special Education Programs (OSEP).

Per the Part B SPP/APR Indicator Overview provided by OSEP, in the February 1, 2008 submission of the SPP/APR Indicator 14 is included as an SPP. States are allowed to sample. There are no districts in Iowa with a student population greater than 50,000, so there are no districts that are required to be included in the sample every year. States are not required to report on the FFY 2006 (2006-2007) performance of LEAs in an APR submission due February 1, 2008.

In addition, OSEP stated in the Iowa Part B FFY 2005 SPP/APR Response Table, Analysis / Next Steps for Iowa for the February 1, 2008 SPP submission for Indicator B14:

The State provided a plan that describes how data will be collected. The State must provide baseline data, targets, and improvement activities with the FFY 2006 APR, due February 1, 2008.

The SEA will report to the public baseline data and established “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Additional overview of the State Performance Plan Development relevant to all indicators is found on pages 1-5 of the SPP found at the web address listed in the previous paragraph.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percentage of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue / Description of System or Process:

Iowa has worked on the development of a post-school results data collection system since completing its OSEP self-assessment in 2000. Stakeholder groups identified desired standards and indicators, drafted survey instruments, designed data collection procedures and piloted them with representative districts. The process was designed to be an integral part of a district's broader school improvement process and includes comparisons between data of students with disabilities and data of students without disabilities. Data collection for the post-school results actually occurs twice: once in the senior year and again one year following exit. Districts conduct the post-school results surveys once every five years in accordance with the schedule of their broader school improvement cycle. A district is required to administer the senior exit survey in the spring two years preceding the site visit. Then, in spring / summer of the year preceding the site visit, the district is required to administer the one-year follow-up survey. Methodological procedures for both administrations are

described below. Results from the one-year follow-up survey are used in determining the calculation for Indicator B14.

States are required to provide a narrative that defines competitive employment as applicable to Indicator B14. Stakeholder groups reviewed possible definitions of competitive employment and corresponding formulas, including the definition provided through the Rehabilitation Act. Based on their input, in Iowa, competitive employment is defined as work (i) In the competitive labor market that is performed on a full-time basis (at least 35 hours) (ii) in an integrated setting; and (iii) for which an individual is compensated at or above the minimum wage. Postsecondary school includes any full or part-time postsecondary classes including (a) 4-year private or public institution, (b) 2-year private or public institution, (c) other adult or community education. Full or part-time enrollment is self-reported, as criteria for full time enrollment varies from postsecondary institution to institution.

Collection and Analysis of Baseline Data.

In the Iowa Part B FFY 2005 Response Table for Indicator B14, OSEP wrote that:

The State provided a plan that describes how data will be collected. The State must provide baseline data, targets, and improvement activities with the FFY 2006 APR, due February 1, 2008.

The sampling plan proposed by Iowa and accepted by OSEP in FFY 2005 (2005-2006) for Indicator B14 included all leavers (aged-out, graduated with a regular diploma, dropped-out, or obtained a certificate). In the following paragraphs, sampling procedures implemented at the district level will be summarized, consistent with the SPP submission for FFY 2005 (2005-2006). Results of data collection following the approved sampling plan are also reported. Additionally, the procedures and results of a supplemental study conducted by the state following the primary measurement are described. The summaries also highlight procedural safeguards implemented by the SEA in FFY 2006 (2006-2007) to ensure that the sampling plan accepted in the FFY 2005 (2005-2006) SPP is implemented as designed.

District sampling procedures. Districts collect Part B Indicator 14 data as part of Iowa's compliance monitoring cycle, which begins with the submission of a Comprehensive School Improvement Plan in Year 1 and culminates with a site visit in Year 5. Each of Iowa's 365 districts is required to address all components of the compliance cycle within a five-year period. Indicator B14 data are collected in Year 4 of the compliance cycle through the administration of the one-year follow-up survey. Districts are required to participate in the One Year Follow-up Interview. District participation in training activities is reviewed and non-participants are contacted. Districts that still refuse to participate will be cited for noncompliance during their school improvement visit.

To ensure a balanced representation of the State across each year of the 5-Year cycle, the Department of Education hired Dr. Michael Larsen as an advisor. Dr. Larsen has a doctorate in statistics from Harvard University and is a professor in statistics at Iowa State University. He has worked at Stanford University, Gallup, The U.S. Bureau of Census and the University of Chicago and is eminently qualified to advise the Department.

Dr. Larsen's analysis of district assignments to the school improvement schedule indicated that the overall State representation is balanced across the years. However, slight adjustments in districts' assigned years would improve distributions across the years for comparisons *within an area education agency* (AEA). Dr. Larsen also advised that weighting procedures done in analysis could also remedy the slight imbalance for an AEA analysis across years. Weighting the results will also allow for a representative sample across Iowa including race / ethnicity and gender. The Department of Education decided to maintain the district assigned schedule and account for imbalances in the weighted analysis within AEAs. State results will also be adjusted using weighting and aggregation across years since there is not a probability sample using the established school improvement cycle.

Sample for Primary Study Data were collected from two groups of former students: those who had IEPs in high school and those who did not have IEPs in high school. Sample selection procedures were established so that district data are representative of the districts and can be used for district improvement. Sample size was determined based on a 95% confidence interval with a margin of error of not more than 0.05. All students in the

class who had IEPs were selected for the district's sample. Districts with more than one high school (n=8 districts) were sampled at the high school level. Sampling of students occurred if the group (IEP, or no IEP) had 70 or more students. If the district had less than 70 students in a group, all students were selected for participation.

Supplemental Study. The sample drawn in the primary study following the approved process was representative. However, upon analysis of the representativeness of the survey data provided by the contractor, the SEA determined that exits by age and means of exit other than graduation or drop-out were underrepresented. In order to set meaningful targets, therefore, the State implemented, for one-year only, a supplemental study. For FFY 2006 (2006-2007), a study was conducted for other leavers. For the FFY 2006 (2006-2007) supplemental study, sample size was determined based on a 95% confidence interval with a margin of error of not more than 0.05.

In subsequent years of the SPP/APR, other leavers will be included in the primary sample as accepted in the FFY 2005 (2005-2006) SPP, and a separate study will not be conducted. The SEA has reviewed the sampling plan with the contractor to ensure that the sample is representative of all leavers.

The samples drawn are consistent with the sampling plan in the FFY 2005 (2005-2006) SPP. Both samples were drawn using validated and reliable sampling methods. Hence, the data obtained from the samples, while not aggregable because the samples were drawn separately for FFY 2006 (2006-2007) only, are reliable and valid. For FFY 2007 (2007-2008), and in subsequent years, the SEA will draw the sample from the pool of all leavers, ensuring that each participant has an equal probability of being chosen for the sample. The enhancement to the process of how the sample is drawn, and other steps taken by the SEA to increase the response rate of mobile or hard-to-locate leavers, are summarized in the *Improvement Activities* section of this submission.

Instrumentation. The One-Year follow-up survey consisted of 35 questions regarding participant perceptions of high school, employment status, living arrangements, and postsecondary enrollment status. The survey instrument was developed from a synthesis of published research. (Bruininks, Lewis, & Thurlow, 1988; Hasazi, Gordon, & Roe, 1985; Kortering & Edgar, 1988; Mithaug, Horiuchi, & Fanning, 1985; Sitlington & Frank, 1990; Wehman, Kergel, & Seyfarth, 1985; Wagner, 1993.)

The survey instrument used for the FFY 2006 (2006-2007) supplemental study consisted of 15 questions regarding the students' reasons for leaving high school and current activities. The survey instrumentation is accepted professionally as a valid measure, and data obtained from the primary and supplemental studies are valid. Employment and postsecondary education questions were exactly the same as those used with the primary One-Year Follow-up Survey and used to calculate Indicator B14 status. Questions from the survey came from those promoted by the National Drop Out Prevention Center, the Post-School Outcomes Center and the Second National Longitudinal Study.

Procedures. The One-Year follow-up survey is administered in Year 4 of the Compliance Monitoring Cycle. It is conducted through a phone interview with the former student or their family member. Persons conducting the interview are district-designated personnel who have been trained to collect the information.

Treatment of non-respondents. Several procedures have been established to minimize the number of non-respondents. First, seniors are asked to provide names and phone numbers where they might be reached one year after high school. Second, districts are instructed to make three attempts to contact individuals. Finally, districts are provided incentive funds for the number of interviews they complete. Currently, they receive a flat rate per interview. Survey administration techniques are consistent with professionally accepted practices and are likely to yield valid responses.

Analysis of data. The data were collected by The Center for Survey Statistics and Methodologies at Iowa State University and analyzed by SEA personnel. Response data for the primary study were weighted appropriately by district size to correct for the exclusion of some districts from the sample during each year of the Compliance Monitoring Cycle. Response data for the supplemental study were not weighted.

Discussion of Baseline Data:

States are allowed to select a sample of students (or their representatives) to receive the One-Year Follow-Up Survey from which data are obtained for this indicator. As described on page two of the General Instructions, States must provide a description of the sampling methodology outlining how the design will yield valid and reliable estimates. The description must include the: (a) sampling procedures followed (e.g., random/stratified, forms validation); and (b) similarity or differences of the sample to the population of students with disabilities (e.g., how all aspects of the population such as disability category, race, age, gender, etc. will be represented). The description must also include how the State Education Agency addresses any problems with: (1) response rates; (2) missing data; and (3) selection bias. The sampling method used is described in detail above.

There were no missing data for the One-Year Follow-Up Survey because all questions required a valid answer. The response rate for the primary study was 54.82% (256 of 467 possible participants), and the response rate for the supplemental study was 16.84% (66 of 392 possible participants).

Selection bias was avoided to the largest possible extent by following the sampling plan described above. Response data were then analyzed to determine the extent to which bias based on age, race or gender were pervasive in the data (see tables B14.1 – B14.6).

Survey response data for FFY 2006 (2006-2007) were assessed for similarity or difference of the sample to the population of students with disabilities. Data on representativeness of the primary study are included in Tables B14.1 (age), B14.2 (race/ethnicity), and B14.3 (gender). Data on representativeness of the supplemental study are included in Tables B14.4 (age), B14.5 (race/ethnicity), and B14.6 (gender).

Table B14.1
Representativeness of Primary Study by Age

Age						
<i>Population Percent</i>						
16	17	18	19	20	21	TOTAL
25.70	24.05	21.09	17.12	8.65	3.39	100
<i>Response Percent</i>						
16	17	18	19	20	21	TOTAL
0.39	57.42	35.94	4.30	1.95	0.00	100
<i>Percent Difference</i>						
16	17	18	19	20	21	
-25.31	33.37	14.85	-12.83	-6.69	-3.39	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.2
Representativeness of Primary Study by Race/Ethnicity

Race/Ethnicity						
<i>Population Percent</i>						
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL	
0.98	8.03	3.86	0.75	86.37	100.00	
<i>Response Percent</i>						
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL	
0.78	5.08	1.95	0.78	91.41	100.00	
<i>Percent Difference</i>						
Asian	African-American	Hispanic	American-Indian	Caucasian		
-0.20	-2.96	-1.91	0.03	5.04		

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.3
Representativeness of Primary Study by Gender

Gender		
<i>Population Percent</i>		
Female	Male	TOTAL
35.25	64.75	100.00
<i>Response Percent</i>		
Female	Male	TOTAL
37.50	62.50	100.00
<i>Percent Difference</i>		
Female	Male	
2.25	-2.25	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.4
Representativeness of Supplemental Study by Age

Age						
<i>Population Percent</i>						
16	17	18	19	20	21	TOTAL
25.70	24.05	21.09	17.12	8.65	3.39	100.00
<i>Response Percent</i>						
16	17	18	19	20	21	TOTAL
27.27	33.33	30.30	7.58	1.52	0.00	100.00
<i>Percent Difference</i>						
16	17	18	19	20	21	
1.57	9.29	9.21	-9.55	-7.13	-3.39	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.5
Representativeness of Supplemental Study by Race/Ethnicity

Race/Ethnicity						
<i>Population Percent</i>						
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL	
0.98	8.03	3.86	0.75	86.37	100.00	
<i>Response Percent</i>						
Asian	African-American	Hispanic	American-Indian	Caucasian	TOTAL	
3.03	13.64	3.03	0.00	80.30	100.00	
<i>Percent Difference</i>						
Asian	African-American	Hispanic	American-Indian	Caucasian		
2.05	5.60	-0.83	-0.75	-6.07		

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

Table B14.6
Representativeness of Supplemental Study by Gender

Gender		
<i>Population Percent</i>		
Female	Male	TOTAL
35.25	64.75	100.00
<i>Response Percent</i>		
Female	Male	TOTAL
34.85	65.15	100.00
<i>Percent Difference</i>		
Female	Male	
-0.40	0.40	

Source. Iowa's Project EASIER, FFY 2006 (2006-2007), Iowa's Information Management System, FFY 2006 (2006-2007) and B14 Indicator Survey Responses, FFY 2006 (2006-2007).

In analyzing the data, the Iowa Department of Education interprets that the One-Year Follow-Up Survey responses for the primary study are only marginally representative of the population by age, but representative by race/ethnicity and gender. For the supplemental study, the Iowa Department of Education interprets that the sample was sufficiently representative of the population for general inferences to be made.

SEA personnel attribute the discrepancies by age for the studies to the administration of the survey tool at two separate times. The primary study included artificially high numbers of students ages 18 and above, while the supplemental study included a more balanced range of ages.

Baseline Performance. Data used in the calculations for the primary study are summarized in Table B.14.7. Data used in the calculations for the supplemental study are summarized in Table B14.8.

Table B14.7
Unweighted and Weighted Numbers Used in Calculations for Primary Study, B14

	Indicator B14	Work Only	School Only	Not Engaged
Unweighted N	176/256	45/256	81/256	80/256
Weighted N	1693.02/2557.82	448.06/2557.82	850.88/2557.82	864.80/2557.82
Weighted %	66.19	17.52	33.27	33.81

Table B14.8
Unweighted Numbers Used in Calculations for Supplemental Study, B14

	Indicator B14	Work Only	School Only	Not Engaged
Unweighted N	14/66	11/66	3/66	52/66
Unweighted %	21.21	16.67	4.55	78.79

Baseline data for percentage of youth who had IEPs who are no longer in secondary school who are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school are summarized in Figure B14.1 (primary study) and B14.2 (supplemental study). Data for both studies include a breakout of (a) competitively employed or enrolled in postsecondary school, or both, (b) working only, (c) going to school only, and (d) neither working nor going to school per the definition of employment or enrollment above.

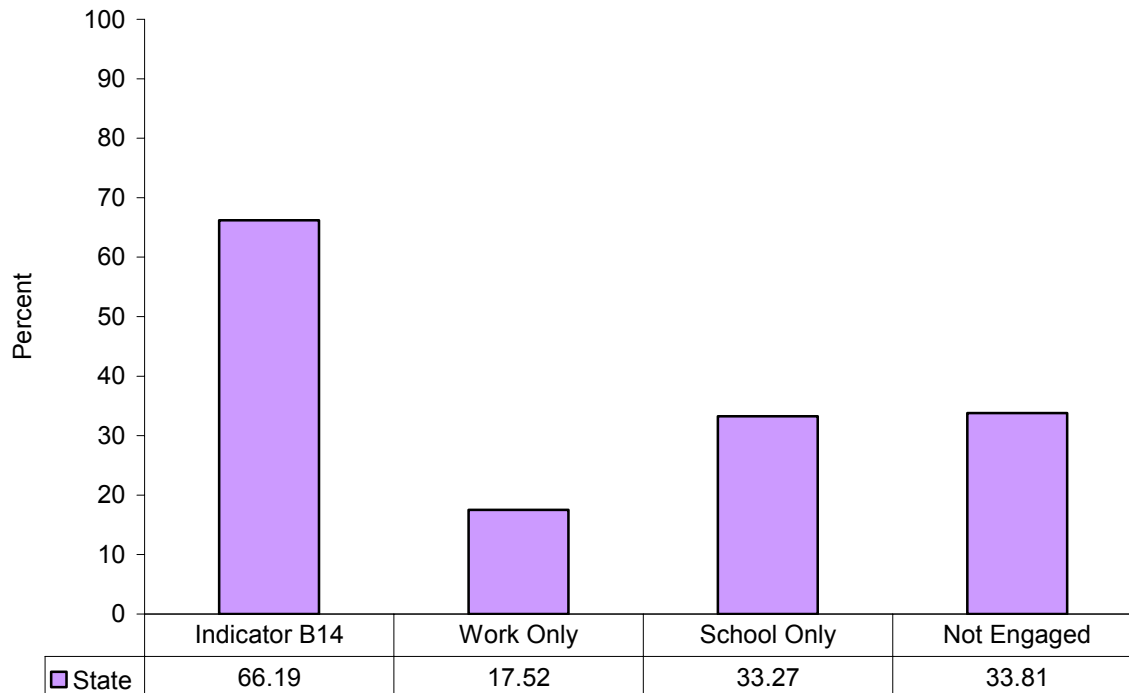


Figure B14.1. Percentage of Youth with IEPs Who have Graduated Who are (a) Competitively Employed, Enrolled in Post-Secondary School, or both (b) Working Only, (c) Attending School Only, or (d) Neither Working nor Attending School. *Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).*

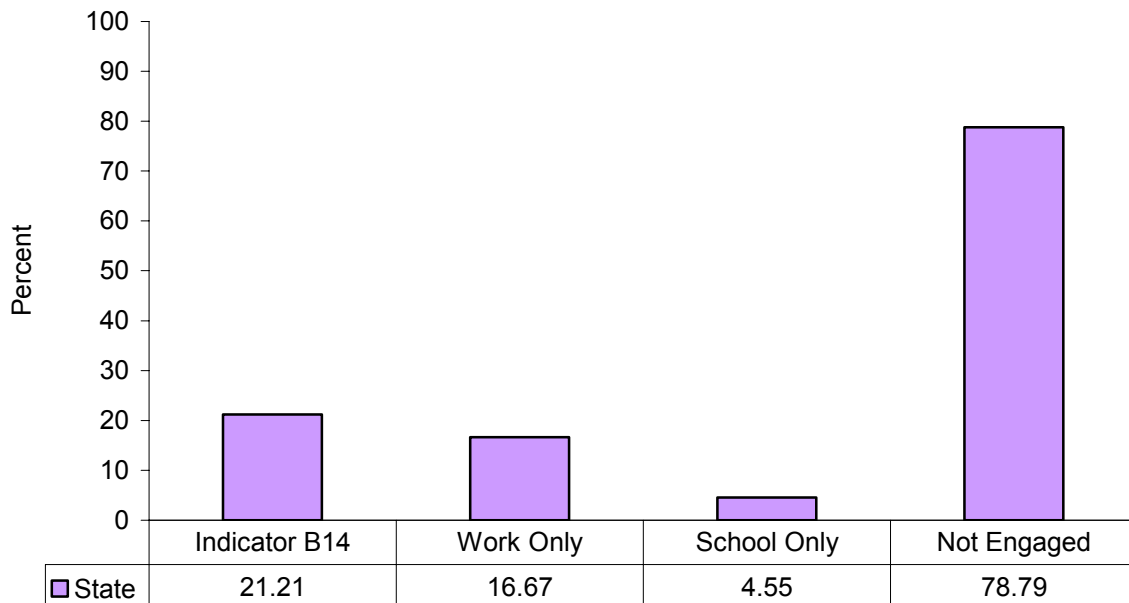


Figure B14.2. Percentage of Youth with IEPs Who have Dropped Out Who are (a) Competitively Employed, Enrolled in Post-Secondary School, or both (b) Working Only, (c) Attending School Only, or (d) Neither Working nor Attending School. *Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).*

The percent of youth who had IEPs who are no longer in secondary school who are competitively employed, enrolled in some type of postsecondary school, or both, for FFY 2006 (2006-2007) was 66.19% (primary study), 21.21% (supplemental study). Because the samples for the primary and secondary studies were drawn

independently, the data presented in Figures B14.1 and B14.2 cannot be aggregated. Both sets of data, however, were collected following rigorous research procedures and therefore are reliable and valid. Baseline data and targets for Indicator B14 for FFY 2006 (2006-2007) will be set using data obtained from the primary study. (See figure B14.5.)

In order to provide OSEP with raw numbers used to calculate the percentages for Indicator B14, Table B14.9 summarizes, by AEA, the number and percent of youth with IEPs in the primary study who were competitively employed or enrolled in postsecondary school. The percent of students with IEPs who were competitively employed or enrolled in postsecondary school ranged from 50.00% (AEA 14) to 100% (AEA 15)

Table B14.9
Unweighted N, Weighted N, and Percent of Youth with IEPs in the Primary Study who were Competitively Employed, Enrolled in Postsecondary School, or Both (AEA and State Totals)

AEA	1	7	8	9	10	11	12	13	14	15	State
Unweighted N	14/19	28/49	10/15	7/8	60/90	20/28	24/29	9/12	2/4	2/2	176/256
Weighted N	102.38/ 139.88	233.47/ 512.81	80.61/ 127.44	69.04/ 79.36	729.26/ 1090.07	211.20/ 282.20	172.82/ 209.75	48.65/ 62.53	8.19/ 16.38	37.40/ 37.40	1693.02/ 2557.82
Weighted %	73.19	45.53	63.25	86.99	66.90	74.84	82.39	77.80	50.00	100	66.19

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Table B14.10 summarizes, by AEA, the number and percent of youth with IEPs in the supplemental study who were competitively employed or enrolled in postsecondary school. The percent of students with IEPs who were competitively employed or enrolled in postsecondary school ranged from 0.00% (AEA 9 and AEA 14) to 50.00% (AEA 12).

Table B14.10
Number and Percent of Youth with IEPs in the Supplemental Study who were Competitively Employed, Enrolled in Postsecondary School, or Both (AEA and State Totals)

AEA	1	7	8	9	10	11	12	13	14	15	State
Unweighted N	1/3	4/10	2/9	0/4	2/9	2/20	1/2	1/4	0/1	1/4	14/66
Unweighted %	33.33	40.00	22.22	0.00	22.22	10.00	50.00	25.00	0.00	25.00	21.21

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Figure B14.3 depicts performance of each AEA and the State of Iowa, on percentage of students with IEPs in the primary study who were competitively employed or enrolled in postsecondary school. Three AEAs are below the State average, 7 AEAs are above the State average.

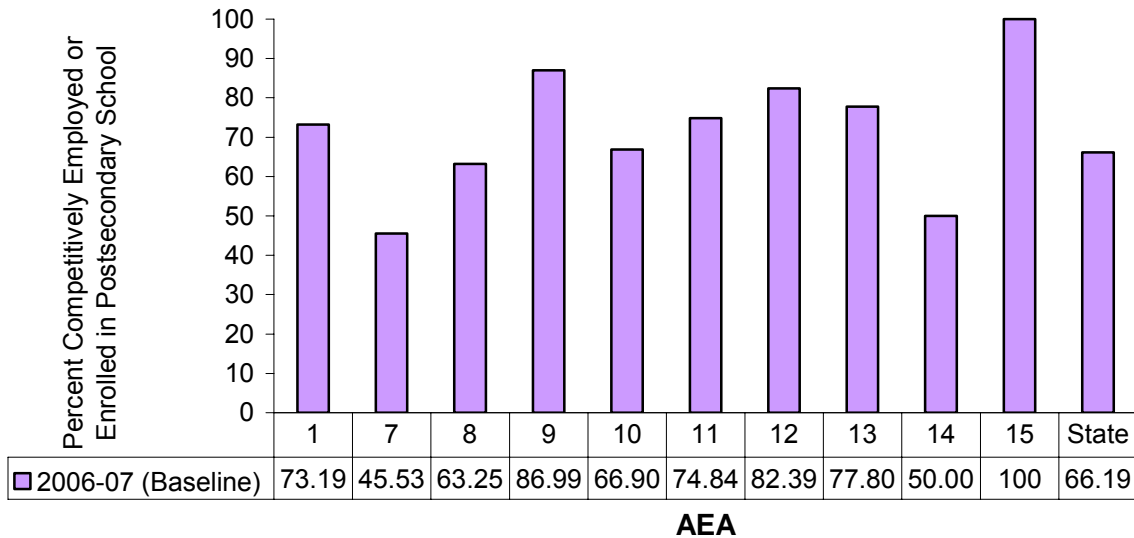


Figure B14.3. Percentage of Youth with IEPs in the Primary Study who are Competitively Employed, Enrolled in Post-Secondary School, or both (AEA and State Percentages). Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Figure B14.4 depicts performance of each AEA and the State of Iowa, on percentage of students with IEPs who in the supplemental study who were competitively employed or enrolled in postsecondary school. Four AEAs are below the State average, six AEAs are above the State average.

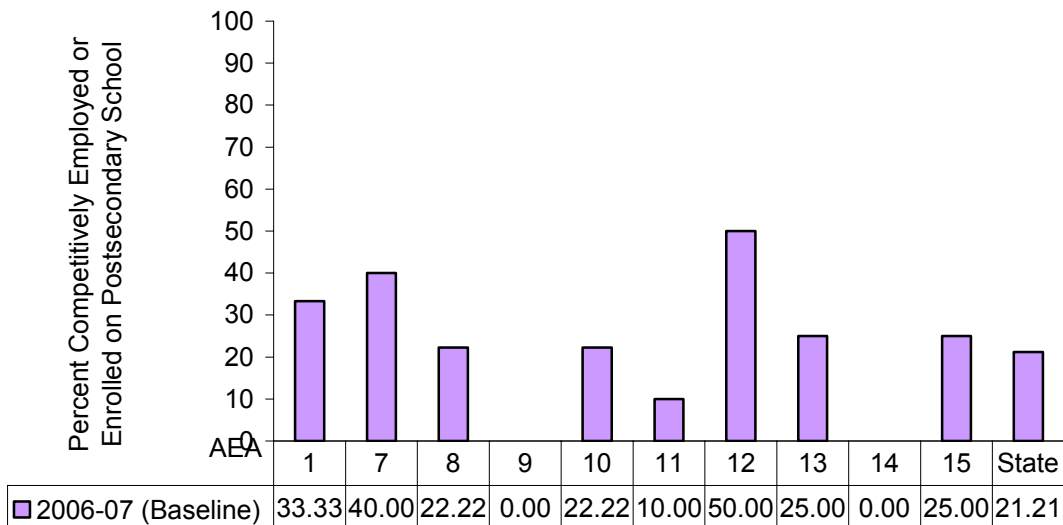


Figure B14.4. Percentage of Youth with IEPs in the Supplemental Study Who are Competitively Employed, Enrolled in Post-Secondary School, or both (AEA and State Percentages). Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Measurable and Rigorous Target:

Numerous stakeholder groups reviewed the original baseline data and the supplemental data. The SEA considered stakeholder group input in setting the targets in the table below.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	66.29 percent of youth who had IEPs who are no longer in secondary school are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2008 (2008-2009)	66.39 percent of youth who had IEPs who are no longer in secondary school are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2009 (2009-2010)	66.49 percent of youth who had IEPs who are no longer in secondary school are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
2010 (2010-2011)	66.59 percent of youth who had IEPs who are no longer in secondary school are competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Figure B14.5 depicts FFY 2006 (2006-2007) baseline performance on Indicator B14 and the measurable and rigorous targets for the duration of the SPP (FFY 2010 [2010-2011]).

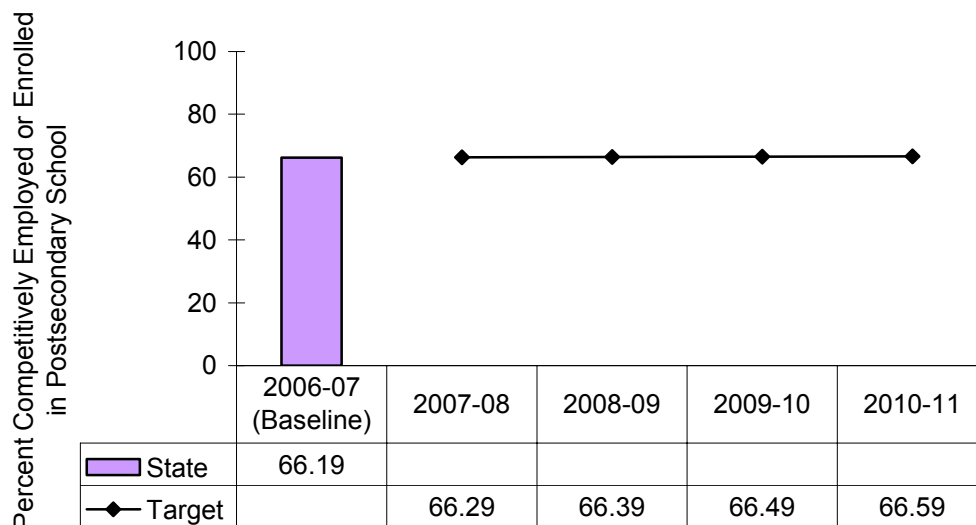


Figure B14.5. State Baseline Data on Indicator B14 and Measurable and Rigorous Targets Through FFY 2010 (2010-2011). Source: Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Summary of Actions of SEA for Indicator B14

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 14, the SEA will report baseline data, measurable and rigorous targets, and improvement activities. The text above summarizes baseline data and measurable and rigorous targets.

Prior to reporting on Improvement Activities, Iowa chooses to include comparison data on the Indicator measurement to students who did not have IEPs in high school. These data, also depicted by AEA, help understand the discrepancy in access to employment or education, between students with IEPs and students without IEPs. This discrepancy, examined at State and regional levels, helps identify the magnitude of the problem and helps focus improvement activities.

Table B14.11 depicts, by AEA, the unweighted number, the weighted number, and weighted percent of students who did not have IEPs and who are competitively employed or enrolled in postsecondary school, or both.

Table B14.11
Unweighted N, Weighted N, and Percent of Youth without IEPs who were Competitively Employed, Enrolled in Postsecondary School, or Both (AEA and State Totals)

AEA	1	7	8	9	10	11	12	13	14	15	State
Unweighted N	218/ 222	352/ 380	189/ 202	279/ 313	253/ 272	351/ 392	273/ 293	105/ 116	71/ 82	51/ 61	2142/ 2333
Weighted N	1687.31/ 1721.51	2819.77/ 3105.21	1913.46/ 2041.12	2587.57/ 2898.87	2615.73/ 2791.25	3472.90/ 4018.77	2042.47/ 2204.72	555.58/ 615.56	316.79/ 367.42	1035.95/ 1226.95	19047.53/ 20991.38
Weighted %	98.01	90.81	93.75	89.26	93.71	86.42	92.64	90.26	86.22	84.43	90.74

Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Figure B14.6 depicts percentage of students with IEPs against percentage of students without IEPs, who are competitively employed, enrolled in postsecondary education, or both, by AEA and for the State of Iowa. For students without IEPs, 90.74% are competitively employed, enrolled in postsecondary school, or both, compared to the baseline data for students with IEPs (66.19%).

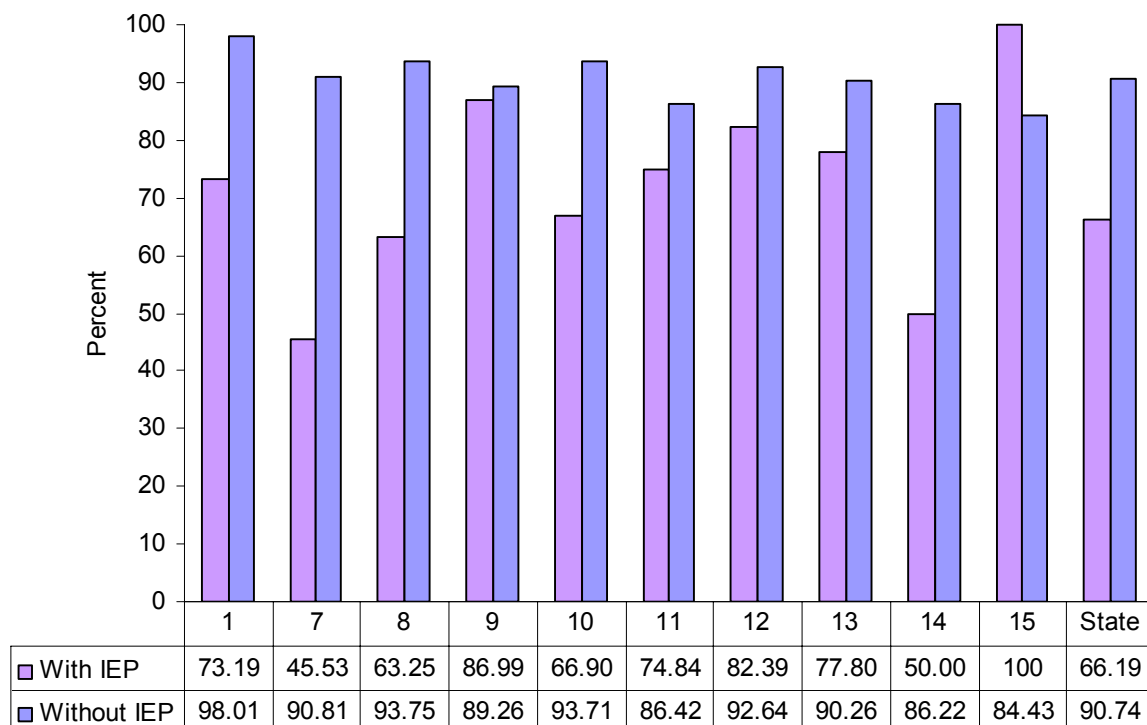


Figure B14.6. Percentage of Youth with IEPs vs. Percentage of Youth without IEPs, Who are Competitively Employed, Enrolled in Post-Secondary School, or both (AEA and State Percentages). Source. Iowa's Project EASIER, FFY 2006 (2006-2007) and B14 Indicator Survey Responses FFY 2006 (2006-2007).

Figure B14.6 illustrates that, in 9 of 10 AEAs and in the State of Iowa, the percentage of students with IEPs who are competitively employed, enrolled in postsecondary school, or both, is lower than the percentage of students without IEPs who are competitively employed, enrolled in postsecondary school, or both. The anomaly is AEA 15, with 100% of students with IEPs being competitively employed, enrolled in postsecondary school or both, compared with 84.43% of students without IEPs.

Table B14.9 captures that AEA 15 had 2 students in the IEP analysis, and Table B14.11 captures that AEA 15 had 61 students without IEPs in the analysis. The sheer discrepancy in sample size likely accounts for the difference in the data relative to the rest of the State.

Improvement Activities / Timelines / Resources:

Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported. SEA personnel will examine data in FFY 2007 (2007-2008) in order to determine whether it will be necessary to reset State targets for Indicator 14 in the February 1, 2009 submission of the SPP/APR.

Table B14.12 summarizes the Improvement Activities, Personnel Resources Committed, Timelines, and Expected Outcomes for impacting Indicator B14.

Improvement Activities will be completed over the next 4 years (concluding in FFY 2010 (2010-2011), and are based on: (a) the data analyses captured above, and (b) broad stakeholder input.

Table B14.12
Improvement Activities, Personnel Resources, Timelines, and Expected Outcomes

Improvement Activity	Personnel Resources Committed	Timelines	Expected Outcomes
Verification of data. Analysis of survey data to ensure representativeness of all leavers	Two SEA personnel	April 30, 2008	Samples will be drawn to include all leavers.
Verification of data. Identify and implement strategies to increase response rate.	DE transition coordinator, DE data management staff,	July 1, 2006 – June 30, 2007, ongoing as needed	Higher response rate
Verification of data. Identify and implement strategies to increase participation of students who exit from grades 9 – 11 within the general data collection process.	DE transition coordinator, DE data management staff,	July 1, 2006 – June 30, 2007, ongoing as needed	Inclusion of students with and without disabilities in general data collection (no need for sub-study).
Verification of data. Gather, report, and analyze Indicator B13 and B14 data with collaborative partners.	DE transition coordinator, DE data management staff,	July 1, 2006 – June, 20, 2011	Written or electronic reports.
Analysis of data to identify concerns. Further analyze data of students who are not competitively employed or attending postsecondary to identify what they are doing, who they are, and needed supports.	DE transition coordinator, DE data management staff, State stakeholder groups	July 1, 2006 – June 30, 2011	Identification of needed supports including policy changes and technical assistance.
Analysis of data to identify concerns. Further analyze postsecondary data to identify characteristics of attenders and nonattenders, postsecondary success and needed supports.	DE transition coordinator, DE data management staff, State stakeholder groups	July 1, 2006 – June 30, 2011	Identification of needed supports including policy changes and technical assistance.
Analysis of data to identify concerns. Further analyze employment data to determine quality of employment and needed supports.	DE transition coordinator, DE data management staff, State stakeholder groups	July 1, 2006 – June 30, 2011	Identification of needed supports including policy changes and technical assistance. Sufficient data to set priorities for targeted change.
Analysis of policies, procedures and practices. Actual target data will be used to determine areas in which policies and practice changes are needed.	DE staff, partnering agencies, State stakeholder groups	July 1, 2007 – June 30, 2011	The SEA has a process for identifying needs and allocating resources.

Improvement Activity	Personnel Resources Committed	Timelines	Expected Outcomes
Technical assistance. Develop tools to increase AEA and LEA access to and use of data.	DE staff, partnering agencies, State stakeholder groups	July 1, 2006 – June 30, 2011	Increased access and use of data in a timely fashion
Technical assistance. The SEA will provide technical assistance derived from data analyses, to partnering agencies and stakeholder groups.	DE staff, partnering agencies, State stakeholder groups	July 1, 2006 – June 30, 2011	To be determined based on further data analyses listed above.

One-Year Follow-Up Survey Instrument, Graduates

1-Year Follow-Up Survey

Class of 2006

HIGH SCHOOL EXPERIENCE.

1. We are interested in how well you think your high school prepared you for your life after graduation.

[READ QUESTION.]

Would you say not well at all, not very well, pretty well, or very well?

	Not well at all	Not very well	Pretty well	Very well
a. How well do you think your high school experience prepared you to decide what you wanted to do after high school? (Would you say . . .)	1	2	3	4
b. How well do you think your high school informed you about possible careers and job opportunities? (Would you say . . .)	1	2	3	4
c. How well do you think your high school experience prepared you to find and keep a job?	1	2	3	4
d. How well do you think your high school experience prepared you for further education? (Would you say . . .)	1	2	3	4
e. How well do you think your high school experience prepared you for living on your own? (Would you say . . .)	1	2	3	4
f. How well do you think your high school experience has prepared you to manage your personal finances? (Would you say . . .)	1	2	3	4

g. How well do you think your high school experience has provided you with specific job or occupational skills ? (Would you say . . .)	1	2	3	4
--	---	---	---	---

2. Did you graduate from high school with a diploma or have you completed a GED?

1 = High school diploma

2 = GED

3 = Did not receive high school diploma or GED

4 = Do not know

3. Did you need any community or government assistance for further education, jobs, or living arrangements after you left high school?

1 = Yes

0 = No → **If NO, GO TO Q7a**

4. What type of services did you need? (Circle all that apply)

1 = Finding a job

2 = Getting job training

3 = Financial aide for further education

4 = Other support for further education

5 = Making living arrangements

6 = Special assistance for independent living

7 = Other: (Describe: _____)

5a. Did you get the help or services that you needed?

1 = Yes, for all areas of need

2 = Yes, for some areas of need → **GO TO 5B, BELOW**



0 = No →

5b. Which reason best describes why you did not get the help?

1= Services were not helpful → **GO TO Q6**

2= Did not apply for services

3= Did not qualify for services

4= Do not know

5= Other (_____)

GO TO Q7A

6. Who helped you find those services?

1 = I found it on my own

2 = Family member

3 = Friend

4 = High school teacher or other high school staff (such as guidance counselor, school social worker)

5 = Agency staff

6= Other

7a. Do you currently need community or government assistance for further education, jobs, or living arrangements?

1 = Yes →

0 = No

7b. **IF YES:** What type of services do you need?
(Circle all that apply)

1 = Finding a job

2 = Getting job training

3 = Financial aide for further education

4 = Other support for further education

5 = Making living arrangements

6 = Other (Describe: _____)

WORK EXPERIENCES.

8a. We are interested in what you have done during the past year, since you left high school. During the past year, have you had a **paid job**, not including work around the house?

1 = Yes [IF YES, GO TO Q 9a]

0 = No →

8b. **IF NO:** Have you **ever** worked at a paid job?

1 = Yes [IF YES, GO TO Q9b]

0 = No

8c. What is the main reason that you have never worked at a job?

01 = Unable to find work

02 = Disabled

03 = In a mental health program

04 = Incarcerated (jail)

05 = Full-time homemaker/parent

06 = Student

07 = In job training

08 = Difficulties with transportation

09 = Other reason: _____

GO TO Q16a.

9a. Are you **currently** working at a paid job?

1 = Yes [IF YES, GO TO Q 9c]

0 = No →

9b. What is the main reason that you are not currently working?

01 = Laid off from a job

02 = Fired

03 = Unable to find work

04 = Disabled

05 = In a mental health program

06 = Incarcerated (jail)

07 = Full-time homemaker/parent

08 = Student

09 = In job training

10 = Difficulties with transportation

11 = Other reason: _____

GO TO Q16a.

9c. **IF CURRENTLY WORKING:** How many jobs do you **currently** have?

- 1 = 1 job
 2 = 2 jobs
 3 = 3 or more jobs

10. Approximately how many total hours per week do you work at your primary job?

- 1 = 1 – 8 hours per week
 2 = 9 – 16 hours per week
 3 = 17 – 24 hours per week
 4 = 25 – 37 hours per week
 5 = More than 37 hours per week

11a. Which one of the following categories best describes the type of work you do at your primary job? Would you say...

[READ OPTIONS. CIRCLE ONLY ONE]

- 01 = Assembly or production
 02 = Agriculture, Natural Resources
 03 = Clerical or office work
 04 = Construction
 05 = Family and personal services, such as day care
 06 = Health care
 07 = Maintenance
 08 = Military
 09 = Recreation Fitness, Summer Recreation, Camps, Health Club
 10 = Restaurant or food service
 11 = Retail sales, or
 12 = Something else? (Describe: _____)

11b. About how much are you paid at your primary job?

\$ _____ per
 1 = Hour
 2 = Week
 3 = Month
 4 = Year

777 = Minimum Wage
 999 = Don't Know

12. As part of the job, do you get . . .

	Yes	No

a. Paid vacation or sick leave?	1	0
b. Health insurance?	1	0
c. Retirement benefits?	1	0

13. At your job, how many of the other workers have disabilities? Would you say . . .

- 1 = none of them,
- 2 = one or two of them,
- 3 = most of them, or
- 4 = you don't know?

14. How well do you get along with your co-workers? Would you say . . .

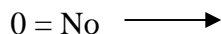
- 1 = we always have problems
- 2 = we often have problems
- 3 = we sometimes have problems
- 4 = we usually get along, or
- 5 = we always get along?

15. How well do you get along with your boss(es)? Would you say . . .

- 1 = we always have problems
- 2 = we often have problems
- 3 = we sometimes have problems
- 4 = we usually get along, or
- 5 = we always get along?

16a. Is working at your current primary type job your long term goal?

- 1 = Yes
- 0 = No



16b. **IF NO:** What are you planning to do to pursue your long-term job goal? Do you plan to . . .

- 1 = look for another job,
- 2 = pursue education or training,
- 3 = work your way up to a higher position, or
- 4 = are you unsure?

EDUCATION AFTER HIGH SCHOOL.

17a. Have you taken classes of any kind since you left high school?

1 = Yes [IF YES, GO TO Q18]

0 = No —————>

17b. **IF NO:** Do you plan to attend school sometime in the future?

1 = Yes [IF YES, GO TO Q21]

0 = No [IF NO, GO TO Q22]

18. What type of school did you attend this past year? [CIRCLE ALL THAT APPLY]

1 = A public 4-year college or university

2 = A private 4-year college or university

3 = A public 2 year or community college

4 = A private 2 year college

(e.g. private business or trade school)

5 = Other type of adult or community education

19. Did you attend this school part-time or full-time?

1 = Part-time

2 = Full time

20. Which one of the following is or was your primary area of study or training? [READ LIST]

01 = Agriculture, Natural Resources

02 = Arts and Communications

03 = Business, Computers, Marketing

04 = Education

05 = Engineering, Architecture, Industrial Technology

06 = Family and Personal Services

07 = Health Occupations

08 = Law, Government, Public Service

09 = Hospitality or Tourism

10 = Something else (Describe: _____)

11 = Undecided (Don't know)

21. What is the highest level of education that you would like to obtain?

- 1 = High school diploma, GED
- 2 = License, certificate, or diploma from a technical, business or trade school
- 2 = Associate's degree
- 3 = Bachelor's degree
- 4 = Graduate degree (Master's, PhD, MD, etc.)
- 5 = No preference, Don't know

CURRENT LIFE.

22. During the last few weeks, how have you spent most of your time when you weren't working or going to school? **[DON'T READ. CIRCLE ALL THAT APPLY]**

- 1 = Visiting with family members
- 2 = Visiting with friends
- 3 = Talking with friends on the telephone
- 4 = Watching television or videos
- 5 = Listening to music
- 6 = Exercise, participate in sports or other athletic activity
- 7 = Other, Specify: _____

23. During the past year, have you done any volunteer or community service activities?

This could include community service that is part of a church or other group.

- 1 = Yes
- 0 = No

	Yes	No
24. Do you have a driver's license?	1	0
25. Do you usually have money that you can decide how to spend?	1	0
26. Do you have your own checking account?	1	0
27. Do you have a savings account?	1	0
28. Do you have a credit card or charge account in your own name?	1	0
29. Do you earn enough to support yourself without financial help from your family or government benefit programs?	1	0
30. Do you have medical insurance?	1	0

31. During **most** of the past year, where did you live? Did you live ...

- 1 = in your own apartment/home,
- 2 = with your family,
- 3 = in student housing (such as a dormitory or residence hall),
- 4 = in an apartment or group residence that provides special assistance,
- 5 = in military housing/barracks, or
- 6 = in some other arrangement? (Describe: _____)

32. During most of the past year, did you live in Iowa or in another state?

- 1 = In Iowa
- 2 = Not in Iowa (in another state or country)

33a. How happy are you with your life as a young adult? Would you say you are . . .

- 1 = Very unhappy,
- 2 = Somewhat unhappy,
- 3 = Somewhat happy, or
- 4 = Very happy?

33b. **IF 1 or 2, ASK:** Why aren't you happy?
Would you say it's due to . . .
[CIRCLE ALL THAT APPLY]

- 1 = problems with work,
 - 2 = problems with family,
 - 3 = problems with friends,
 - 4 = loneliness,
 - 5 = problems with money
 - 6 = problems with health
 - 7 = boredom, not enough to do,
 - 8 = or something else?
- (Specify:_____)

BACKGROUND.

34. **[RECORD STUDENT'S GENDER.]**

- 1 = Male
- 2 = Female

35. What is your current age? _____

36. How would you describe your race or ethnic group? You may choose more than one answer. Would you say you are . . .

- 1 = White,
- 2 = Black or African American,
- 3 = Asian or Pacific Islander,
- 4 = Hispanic or Latino,
- 5 = American Indian, or
- 6 = Something else? (Describe: _____)

GO TO FUTURE CONTACT FORM.

INTERVIEWER:

WAS A CONTACT NAME GIVEN? WHO PROVIDED INFORMATION FOR THIS FORM?

1 = Yes

0 = No

1 = Student

2 = Parent

3 = Other: _____

FUTURE CONTACT:

Student's Name: _____
(Please print)

Before we finish with the interview, we have one more request. We would like to contact you again four years from now to get your perspective after you have been out of high school for five years. Please give us the name and address of someone who would always know where you are. This information will be kept completely confidential and will only be used to help us locate you for this evaluation. When the study is finished, this information will be destroyed.

SURVEY ID #:		DATE: ____ / ____ / ____
STUDENT NAME:		
What is the contact person's name? First: Last:		
What is this person's relationship to you? 1 = Parent 2 = Brother/Sister 3 = Other Relative 4 = Family Friend 5 = Other: _____		
RECORD GENDER. (ASK IF UNSURE): 1 = Male 2 = Female		
Mailing address:		
City:	State:	ZIP:
Phone Number 1: (____) ____ - ____		1 = Home 2 = Work 3 = Cell
Phone Number 2: (____) ____ - ____		1 = Home 2 = Work 3 = Cell
Phone Number 3: (____) ____ - ____		1 = Home 2 = Work 3 = Cell
E-mail address:		

The Iowa Department of Education thanks you very much for your time and cooperation.

One-Year Follow-Up Survey Instrument, Dropouts**Iowa Department of Education
High School Leavers
Pilot Questionnaire**

Hello, this is [YOUR NAME] calling for Iowa State University. May I please speak to [SAMPLE NAME]?

IF NOT AVAILABLE, PROBE FOR GOOD DAY/TIME TO CALL BACK OR ASK TO SPEAK TO A PARENT/GUARDIAN.

(IF SAMPLE NAME NO LONGER LIVES THERE, OR IS UNDER AGE 18, WE WILL INTERVIEW PARENT/GUARDIAN.)

We are calling on behalf of the Iowa Department of Education to talk with people who left high school before graduating, or their parents. I would like to ask you a few questions that will take about 5 minutes. Is this a good time for you?

Before I ask any questions, I want to assure you that any information you provide will be kept strictly confidential and used only for the purposes of this research. Your participation is voluntary and if you feel any question is too personal, you do not have to answer it.

1a. First I need to verify that you are 18 years old or older. Is that correct?

1 = Yes

0 = No [ASK TO SPEAK TO PARENT/GUARDIAN]

1b. According to our records, (you/your child) dropped out of high school before graduating, is that correct?

1 = Yes

0 = No [VERIFY CORRECT PERSON. GO TO CLOSE]

2. (Are you/Is your child) currently attending school again somewhere?

1 = Yes

0 = No [GO TO Q5]

3. (Are you/Is your child) currently attending high school, a trade school, or college?

1 = High School

2 = Trade school (job corps/CNA training/beauty school etc)

3 = College (either 2 or 4 year)

4. Why did (you/your child) return to school? Was it because...

	Yes	No
(you/your child) wanted to graduate?	1	0
school staff talked (you/your child) into it?	1	0
parents talked (you/your child) into it?	1	0
probation requirement?	1	0
circumstances changed? (e.g., child birth, felt better, no longer in jail)	1	0
of something else? (Specify:_____)	1	0

GO TO CLOSE.

5. Why did (you/your child) leave school before graduating? (CIRCLE ALL THAT APPLY)

- 1 = Job reasons
- 2 = Have kids
- 3 = Got too far behind in classes, couldn't catch up and graduate with peers
- 4 = Frequent absences, suspensions
- 5 = Classes too hard
- 6 = Teachers/staff
- 7 = No friends in school (friends all dropped out or graduated)
- 8 = Just don't like school
- 9 = Some other reason (Specify:_____)

6. What would have kept (you/your child) in school? (CIRCLE ALL THAT APPLY)

- 1 = Nothing
- 2 = More support from teachers, principals
- 3 = More support from home
- 4 = Different class offerings
- 5 = Something else (Specify:_____)

7. Who did (you/your child) talk to before dropping out of school?
(CIRCLE ALL THAT APPLY)

- 1 = No one
- 2 = Parent
- 3 = Friend
- 4 = Teacher
- 5 = School guidance counselor
- 6 = Principal
- 7 = Someone else (Specify:_____)

8. (Are you/Is your child) currently working at a paid job?

- 1 = Yes [IF YES, GO TO Q 11]
- 0 = No

9. (Have you/Has your child) worked at a paying job at any time during the past year?

- 1 = Yes
- 0 = No

10. What is the main reason that (you aren't/your child isn't) currently working?

- 01 = Laid off from a job
- 02 = Fired
- 03 = Unable to find work
- 04 = Disabled
- 05 = In a mental health program
- 06 = Incarcerated (jail)
- 07 = Full-time homemaker/parent
- 08 = Student
- 09 = In job training
- 10 = Difficulties with transportation
- 11 = Other reason:_____

[GO TO Q 15]

11. Approximately how many total hours per week (do you/does your child) work at (your/his/her) primary job?

- 1 = 1 – 8 hours per week
- 2 = 9 – 16 hours per week
- 3 = 17 – 24 hours per week
- 4 = 25 – 37 hours per week
- 5 = More than 37 hours per week

12. (Are you/Is your child) paid less than \$6.20 an hour, exactly \$6.20 an hour or more than \$6.20 an hour?

- 1 = less than \$6.20/hr
- 2 = \$6.20/hr
- 3 = more than \$6.20/hr

13. As part of the job, (do you/does your child) get . . .

	Yes	No
a. Paid vacation or sick leave?	1	0
b. Health insurance?	1	0
c. Retirement benefits?	1	0

14. At (your/your child's) job, how many of the other workers have disabilities?
Would you say . . .

- 1 = none of them,
- 2 = one or two of them,
- 3 = most of them, or
- 4 = you don't know?

15. (Do you/Does your child) plan to attend school again sometime in the future?

- 1 = Yes
- 0 = No

CLOSE: That's all the information we need. Thank you very much for your time.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these components and comments were compiled. AEA and District noncompliance data were analyzed with the following key stakeholders: Special Education Advisory Panel (SEAP), Statewide Area Education Agency (AEA) Monitoring Workgroup, and the Iowa Department of Education staff.

In the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 15, OSEP stated that Iowa was noncompliant for Indicator 15 because Iowa reported noncompliance by number of districts that had findings of noncompliance not corrected within one year of identification rather than by number of findings of noncompliance not corrected within one year of identification. In response, Iowa has revised procedures for analyzing Indicator 15 data to include: (a) reporting noncompliance by finding, (b) disaggregating findings of noncompliance by APR indicator, and (c) disaggregating findings of noncompliance by component of the state's general supervision system. In the FFY 2005 (2005-2006) Response Letter, Iowa was also directed to specifically identify and address any noncompliance identified in Indicator 15 applicable to Indicators 9, 11 and 13. In response, Iowa has addressed noncompliance for Indicators 9, 11 and 13 in the APRs for each indicator and in the APR for Indicator 15. Lastly, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website

(http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. Number of findings of noncompliance
- b. Number of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Measurable and Rigorous Target:

The provision of effective general supervision and the identification and correction of noncompliance as soon as possible but in no case later than one year from identification is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	General supervision system (including monitoring, complaints, hearings etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification 100% of the time.

Actual Target Data for FFY 2006 (2006-2007):

Data reported below are generated from Iowa's Information Management System for Special Education (IMS) and Iowa's Monitoring Database. Data have been verified and determined valid and reliable for noncompliance identified in FFY 2005 (2005-2006) and corrected in FFY 2006 (2006-2007).

Identification and correction of district noncompliance was monitored by AEAs and the SEA. During FFY 2005 (2005-2006), each district identified for a site visit in the subsequent school year used a statewide self-assessment tool to conduct IEP file reviews on a random sample of two files per teacher or a minimum of 10 files of their total number of eligible children served. Additionally, the districts engaging in a site visit during FFY 2005 (2005-2006) were reviewed for noncompliance. Consistent with OSEP's directions, Table B15.1 reports the total number of findings of noncompliance identified during FFY 2005 (2005-2006) through site visits, self-assessment, desk audits and due process proceedings and corrected within one year of identification.

Table B15.1
State Total Findings of Noncompliance in
FFY 2005 (2005-2006) and Percent Corrected Within One Year

Monitoring Priority Area: Essential Questions and Topical Areas	General Supervision System Components	Total # of Programs Monitored	a) # of Findings of noncompliance identified in FFY 2005 (7/1/05- 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
Essential Question 1: Are Students Who are At Risk or With Disabilities Entering School Ready to Learn at High Levels? (Indicator B6)				
	Monitoring: On-site visits, self-assessment, local APR, desk audit	150	12	12
	Dispute Resolution	0	0	0
	Other	0	0	0
Essential Question 2: Are Students with Disabilities Achieving at High Levels? (Indicators B3, B4, B5)				
Continuum of services not provided	Monitoring: On-site visits, self-assessment, local APR, desk audit	376	341	341
Appropriate certification/ endorsements held by teaching staff				
	Dispute Resolution	0	0	0
	Other	0	0	0

Monitoring Priority Area: Essential Questions and Topical Areas	General Supervision System Components	Total # of Programs Monitored	a) # of Findings of noncompliance identified in FFY 2005 (7/1/05- 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
Essential Question 3: Are Parents and Students Supported within Special Education? (Indicator B8)				
Parent consent for initial evaluation	Monitoring: On-site visits, self-assessment, local APR, desk audit	150	195	195
General Education teacher's knowledge of and responsibility for IEPs				
Concerns of the student not documented on the IEP				
IEP not being implemented as written				
Required Special Education policies and procedures				
Current IEP in place				
Meeting notice missing or information missing from notice				
	Dispute Resolution	1	1	1
	Other	0	0	0
Essential Question 4: Are Students with Disabilities Prepared for Success Beyond High School? (Indicators B1, B2, B13, B14)				
	Monitoring: On-site visits, self-assessment, local APR, desk audit	156	232	232
	Dispute Resolution	0	0	0
	Other	0	0	0
General Supervision: Disproportionality (Indicator B9)				
	Monitoring: On-site visits, self-assessment, local APR, desk audit	365	3	3
	Dispute Resolution	0	0	NA
	Other	0	NA	NA
General Supervision: Child Find, 60 Day Timeline (Indicator B11)				
	Monitoring: On-site visits, self-assessment, local APR, desk audit	11	11	11
	Dispute Resolution	0	0	NA
	Other	0	0	NA
General Supervision: Transition C to B (Indicator B12)				
	Monitoring: On-site visits, self-assessment, local APR, desk audit	11	0	0

Monitoring Priority Area: Essential Questions and Topical Areas	General Supervision System Components	Total # of Programs Monitored	a) # of Findings of noncompliance identified in FFY 2005 (7/1/05- 6/30/06)	(b) # of Findings from (a) for which correction was verified no later than one year from identification
	Dispute Resolution	0	0	NA
	Other	0	0	NA
		Totals	794	794

Percent = $794/794 \times 100 = 100$

Source. FFY 2005 (2005-2006) and FFY 2006 (2006-2007) SEA Monitoring Database, Site Visit Reports, Desk Audits, Due Process Database.

Consistent with OSEP's analysis / next steps in the FFY 2005 Response Letter to Iowa, data were reported by finding rather than by district. Iowa has addressed OSEP's concern on reporting, for the FFY 2006 (2006-2007) APR. As summarized in Table B15.1, there were 794 findings of noncompliance identified statewide through onsite visits, self-assessments, desk audits and due process procedures. Ninety-eight-point-two-three percent (780 of 794) of the findings were corrected and correction was verified no later than one year from identification.

For FFY 2006 (2006-2007), the percentage of findings identified and corrected no later than one year from identification is summarized in Figure B15.1.

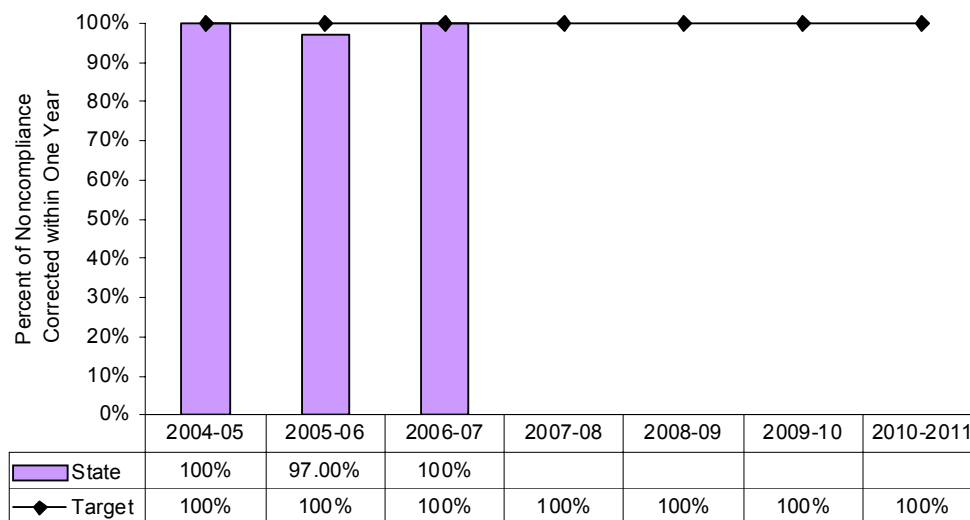


Figure B15.1. State Percent of Identified Noncompliance Corrected No Later than One Year from Identification. Source: SEA Monitoring Database, FFY 2004 (2004-2005) through FFY 2006 (2006-2007).

Iowa met the measurable and rigorous target for Indicator 15 for FFY 2006 (2006-2007), with 100% of findings corrected and correction verified no later than one year from identification.

Summary of Corrective Actions of SEA for Indicator 15

In the Response Letter to Iowa for the FFY 2005 (2005-2006) APR, OSEP summarized areas needing to be addressed by Iowa in the FFY 2006 (2006-2007) APR submission due February 1, 2008. Most of the corrective actions have been discussed in the text above. However, for clarity, each required action, and the corrective action, is presented in Table B15.2.

Table B15.2
Side-by-Side of OSEP Instruction in FFY 2005 Response Letter to Iowa

<i>OSEP Instruction</i>	<i>Iowa Corrective Action</i>
<i>The State reported its FFY 2005 data for this indicator by number of districts that had findings of noncompliance that were not corrected within one year of identification, rather than by number of findings that were not corrected within one year of identification... In its FFY 2006 APR submission, the State must report the number of findings of noncompliance it identified in FFY 2005 that were corrected in FFY 2006.</i>	Results are reported by finding rather than by district.
<i>OSEP's February 27, 2006 SPP response letter required the State to include in the February 1, 2007 APR information regarding noncompliance identified through complaints. The State indicated that its reported data for Indicator 15 would include findings of noncompliance from complaints, due process hearings, and other dispute resolution mechanisms, but that it did not make any findings through those mechanisms in FFY 2004 that would have required correction in FFY 2005.</i>	Dispute resolution is included as a method of identifying noncompliance in Table B15.1. If there were no findings of noncompliance from complaints, due process hearings, and other dispute resolution mechanisms, 0 has been entered into Table B15.1.
<i>In its response to Indicator 15 in the FFY 2006 APR due February 1, 2008, the State must disaggregate by APR indicator the status of timely correction of the noncompliance findings identified by the State during FFY 2005.</i>	Table B15.1 includes data disaggregated by APR Indicator.
<i>In addition, the State must, in responding to Indicators 9, 11 and 13 specifically identify and address the noncompliance identified in this table under those indicators.</i>	Noncompliance identified in Table B15.1 regarding Indicators B9, B11, and B13 is also specifically identified and addressed under those indicators.

For findings not corrected within one-year from identification, program-specific actions taken by the SEA include:

(a) for Indicator B4, districts identified as noncompliant were required to complete extensive review and revision of policies, procedures and practices as well as develop specific procedures for giving parents prior written notice for students involved in changes of placement. Program specific activities to bring districts into compliance include: (i) direct technical assistance and follow-up visits, (ii) participation in suspension/expulsion pilot work to engage districts in root cause analysis and identification of alternatives to suspensions and expulsions, and (iii) ongoing monitoring.

(b) for Indicator B11, improvement activities described in text for Indicator B11, around verification of data, analysis of policies, procedures, and practices, and technical assistance, were implemented. Additional program-specific actions included visiting with specific AEAs to discuss strategies for addressing 60-day timeline around data entry and eligibility evaluations.

Data collected since the time of submission would indicate program-specific activities have resulted in compliance.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B15.3.

Table B15.3
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status/Next Steps
Verification of data. The SEA, through the use of a contractor, developed a web based data system to monitor data collection, generate reports, and track correction of noncompliance.	Valid and reliable data were collected and reported at the AEA and District levels for indicators: Parent Involvement (B8), Effective Transition Part B (B13), General Supervision Monitoring (B15), Family Centered Services (C4) and General Supervision Monitoring (C9). AEAs and Districts received reports identifying noncompliance and a list of students with noncompliance that must be corrected. Districts and AEAs tracked and recorded corrections of individual student noncompliance and wrote and tracked activities for Corrective Action Plan (CAP).	Ongoing for FFY 2007 (2007-2008) through FFY 2010 (2010-2011)
Analysis of data to identify concerns. SEA personnel examined sample drawn for monitoring and determined that related service only IEPs should be included.	In FFY 2007 (2007-2008) the sample draw for monitoring will include related service only IEPs.	Completed for FFY 2006 (2006-2007)
Analysis of policies, procedures and practices. SEA staff engaged stakeholders in process of reviewing and revising procedures and practices for general supervision.	Several specific items were altered in the self-assessment process. Sampling methodology was discussed and revised to include related services only IEPs.	Ongoing for FFY 2007 (2007-2008) through FFY 2010 (2010-2011)
Technical Assistance. The SEA and contractor provided training to AEA consultants on the operation of the I-STAR system.	AEA staff were trained on the operation of the I-STAR system to ensure accurate data collection and the timely correction of noncompliance.	Ongoing for FFY 2007 (2007-2008) through FFY 2010 (2010-2011)
Technical Assistance. The SEA provided training to AEA consultants and LEA staff on reports generated by the I-STAR system.	AEA and LEA staff effectively utilize the reports generated through the I-STAR system to timely address noncompliance issues.	Ongoing for FFY 2007 (2007-2008) through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows.

Iowa met the measurable and rigorous State target for percent of noncompliance corrected within one year of identification, with actual target data reported for FFY 2006 (2006-2007) being 100%, an improvement from actual target data reported during FFY 2005 (2005-2006) of 97.00%. SEA personnel attribute progress on Indicator 15 to: (a) increased attention to compliance with the Iowa State Performance Plan by AEAs and LEAs, (b) the implementation of a standardized system for data collection and monitoring the correction of noncompliance and (c) revised reporting of data by finding rather than district.

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2005 (2005-2006):

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the State know that timely correction occurred?

5. If timely correction did not occur, what enforcement actions were taken by the State?

Iowa analyzed data from all components of the general supervision system, including on-site visits, self-assessments, desk audits, and dispute resolution. Data are collected from AEAs and Districts through on site visits and self-assessments on a five-year monitoring cycle. In FFY 2005 (2005-2006), a total of 163 programs were monitored through self assessments and on-site visits. Each year 40% of Districts, 20% of AEAs, and 20% of separate facilities participate in some form of monitoring activity, and over a five-year cycle 100% of programs in the State are monitored through an on site visit and self-assessment.

Iowa has disaggregated compliance data based on four essential questions about promoting equitable outcomes for children and youth with IEPs and other indicators not captured in the essential questions. Noncompliance was occurring across all essential questions. Per OSEP's instructions to Iowa in the FFY 2005 response letter, we have reported results disaggregated by finding rather than by district or AEA. Iowa has these data for State use and can provide this information to OSEP if requested.

The SEA determined that noncompliance was occurring because of inconsistent practices in the implementation of AEA procedures with regard to IEP development. The SEA determined that better alignment of procedures across all AEAs would contribute to more consistent, compliant IEP development. The SEA also determined that improved programming of the Web IEP system would contribute to more accurate and compliant IEP development.

As summarized in Table B15.1, in FFY 2005 (2005-2006) the SEA monitored 376 programs and identified 794 findings of noncompliance. Of the 794 findings identified in FFY 2005 (2005-2006), 100% were corrected as soon as possible but no later than one year from identification. Correction of district noncompliance was verified by AEAs, after which confirmation was sent to the SEA and the district. No AEA noncompliance was identified in FFY 2005 (2005-2006).

When compliance findings are identified through Iowa's general supervision system districts and AEAs must correct identified noncompliance as soon as possible but no later than one year from identification. All individual student noncompliance is corrected by teachers and validated by two AEA personnel and the AEA director of special education. Systemic noncompliance is identified by comparing district averages on self-assessment criteria to the State average. Districts below that State average are required to write a corrective action plan. AEA staff verify full implementation of the corrective action plan within one year. Documentation from district and AEA staff provide the SEA with evidence that noncompliance was corrected. The process for AEA compliance is similar to that for districts and is monitored by the SEA.

All noncompliance identified in FFY 2005 (2005-2006) was corrected as soon as possible but no later than one year from identification. When compliance findings are identified through Iowa's general supervision system and not corrected as soon as possible but no later than one year from identification, Iowa requires that enforcement actions be taken. The enforcement action that would have been applied if needed is that the district write a corrective action plan. The AEA engages in monitoring of the implementation of the plan for districts, and the SEA monitors the implementation of the action plans for AEAs.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B15.4. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B15.3 will continue in FFY 2007 (2007-2008), and are not listed in Table B15.4).

Table B15.4
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of data. The SEA, through the use of a contractor, will increase the capacity of the I-STAR system to report on all SPP/APR Part B and C indicators at all levels.	1 SEA consultant and contractor staff	July 1, 2007 – June 30, 2008	The I-STAR system will have the capacity to report on all Part B and C indicators at the District, AEA, and SEA levels. These reports will contain single year, as well as trend data.
Technical assistance. The SEA, in cooperation with School Improvement Consultants, will develop a manual that identifies activities and strategies for Districts to implement on the five-year cycle of compliance monitoring and District site visits.	1 SEA Staff, school improvement consultants	July 1, 2007 – June 30, 2008	Districts will have a better understanding of the integration of school accreditation and special education monitoring processes. The process will be formative rather than summative. All components of a District's education process will be addressed in the District's Comprehensive School Improvement Plan (CSIP).
Ongoing monitoring and enforcement as needed. The SEA, in conjunction with the monitoring workgroup, will analyze current corrective action plans submitted by districts and develop technical assistance to improve the quality of corrective action plans.	1 SEA consultant, Monitoring Workgroup	July 1, 2007 – June 30, 2008	Better quality action plans will increase positive systemic change in Districts.

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and State-contracted special education mediators.

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 16, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross-Indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All State mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem-solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports⁷ issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances⁸ with respect to a particular complaint.

⁷ OSEP used the language, “reports issued that were resolved” to mean that the signed, written complaint must follow requirements and procedures adopted by the SEA. These procedures, at a minimum, are required to include the IDEA 2004 regulations governing State complaints (refer to §300.151-153).

⁸ OSEP requires each state to define “exceptional circumstances” in its procedures. Iowa included these examples:

- (1) The unavailability of necessary parties or information may hinder the investigation;
- (2) Either the agency or the complainant submits additional data that changes the course of the investigation; or

(20 U.S.C. 1416(a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 16).

Measurement:

Percent = $(1.1(b) + 1.1(c))$ divided by (1.1) times 100.

Percent = Number of complaints with reports issued within timelines + number of complaints with reports issued within extended timelines divided by number of complaints with reports issued times 100.

Measurable and Rigorous Target:

Indicator 16 (percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of signed written complaints with reports issued were resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to particular complaint.

(3) The complainant submits large volumes of additional information on a later date making it impossible to review and stay within the timeline.

Actual Target Data for FFY 2006 (2006-2007):

Figure B16.1 shows the State Education Agency's (SEA) baseline, annual performance for each FFY through FFY 2006 (2006-2007), and the target for the percent of signed written complaints with reports within the required timeline for complaints received between July 1, 2006, and June 30, 2007.

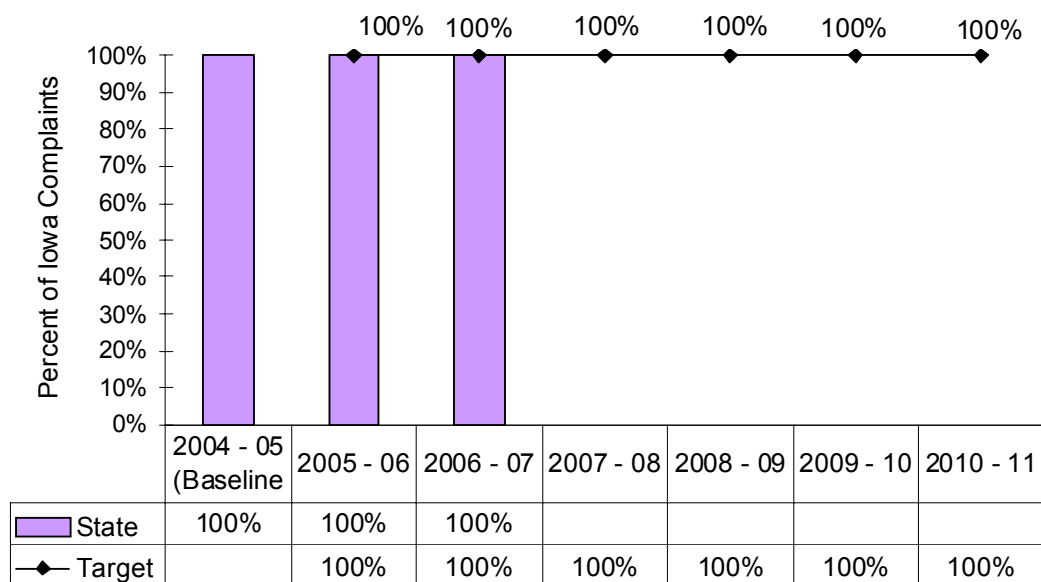


Figure B16.1. Percent of Iowa Complaints That Met Timelines for FFY 2004 – FFY 2006. Source. Iowa Department of Education Complaint Data Reports, FFY 2004 (2004-2005) - FFY 2006 (2006-2007).

As noted in Figure B16.1, the State target was met for FFY 2006 (2006-2007). Results of data indicated the SEA maintained the OSEP target of 100% from baseline through the second year's target.

Table B16.1 shows the number of complaint occurrences and timelines of SEA data for FFY 2006 (2006-2007). The required OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* can be found after the *Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007)* section of Indicator 16. OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* is found at the conclusion of Indicator 16. Data for Indicator 16 are reflected in Section A of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B16.1
Formal Complaints and Timelines for FFY 2006 (2006-2007)

Due Process Description	Total Number
(1) Complaints Filed	5
(1.1) Complaints Investigated With Reports Issued	1
(a) Reports With Findings of Noncompliance (0)	
(b) Reports Within Timeline of 60 Calendar Days (1)	
(c) Reports Within Allowed Extended Timelines (0)	
(1.2) Complaints Withdrawn or Dismissed	4
(1.3) Complaints Pending	0
(a) Complaint Pending a Due Process Hearing (0)	
Measurement = $((1.1b + 1.1c)/1.1) \times 100 [(1+0)/1] \times 100$	100%

Source. Iowa Department of Education, Bureau of Student and Family Support Services, Bureau Data: Complaints FFY 2006 (2006-2007).

Five complaints were filed and one was investigated. Of the one complaint investigated, non-compliance was not found on behalf of the LEA or AEA. Four were not investigated because: (1) one complaint was closed because it was time-barred; (2) one parent decided to discontinue using the complaint process; and (3) the remaining two complaints did not include all required information.

The SEA has met the requirements of Indicator B16 for FFY 2006 (2006-2007), with 100% of signed written complaints with reports issued being resolved within a 60-day timeline, or a timeline extended for exceptional circumstances with respect to particular complaint.

Description of Corrective Actions Taken by the SEA:

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 16, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

Because the performance reflected in the Actual Target Data for FFY 2006 (2006-2007) is at 100%, the SEA did not implement corrective actions for Indicator 16. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the

February 1, 2007, submission of the SPP for FFY 2004- FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B16.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator, and activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B16 because the activity did not specifically address measurement for this indicator.

Improvement Activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B16.2.

Table B16.2
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status/Next Steps
Verification of data. The SEA maintains a data system and has procedures to document and track complaints filed including monitoring of timelines and results.	Data for analysis and reporting are reliable and valid.	Completed for FFY 2006 (2006-2007) but will be enhanced in FFY 2007 (2007-2008) as described in next section
Analysis of data to identify concerns. The SEA gathered, reported, and analyzed data to determine the results and effectiveness of the complaint procedures.	The SEA continued to track all complaints filed, regardless of outcome.	Ongoing for FFY 2007 (2007-2008) and continuing annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows.

The actual target data obtained for FFY 2006 (2006-2007) reflected that Iowa met the State target of 100% for percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint in FFY 2006 (2006-2007). There is no explanation of progress or slippage for FFY 2006 (2006-2007), because there was no progress or slippage from FFY 2005 (2005-2006).

In addition to the effect of improvement activities listed in Table B16.2, the SEA attributes maintenance in part to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B16.3. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B16.2 will continue in FFY 2007 (2007-2008), and are not listed in Table B16.3).

Table B16.3
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of data. The SEA will change the data collection system from the present format to I-STAR to better integrate and align the data collection process with the other statewide data collection systems.	3 SEA Staff	July 1, 2007 – June 30, 2008	Data for analysis and reporting are reliable and valid. The I-STAR system will provide improved data collection.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 7
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

PAGE 1 OF 1
OMB NO.: 1820-0677
FORM EXPIRES: 08/31/2009

STATE: _____ IOWA _____

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	5
(1.1) Complaints with reports issued	1
(a) Reports with findings	0
(b) Reports within timeline	1
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	4
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	24
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	10
(i) Mediation agreements	9
(2.2) Mediations not held (including pending)	14

SECTION C: Hearing requests	
(3) Hearing requests total	4
(3.1) Resolution sessions	2
(a) Settlement agreements	1
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	3

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and State-contracted special education mediators.

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 17, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross-Indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All State mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer⁹ at the request of either party.

(20 U.S.C. 1416(a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 17).

⁹ In Iowa, an administrative law judge (ALJ), instead of a “hearing officer,” is the person responsible for conducting a due process hearing.

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Percent = Number of hearing decisions within timeline + decisions within extended timeline divided by hearings held times 100.

Measurable and Rigorous Target:

For Indicator 17 (percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer¹ at the request of either party), the provision of due process hearings is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the six-year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Actual Target Data for FFY 2006 (2006-2007):

Figure B17.1 shows the State Education Agency's (SEA) baseline and actual target data for each FFY through FFY 2006 (2006-2007), and the measurable and rigorous target for each FFY as reported in the SPP.

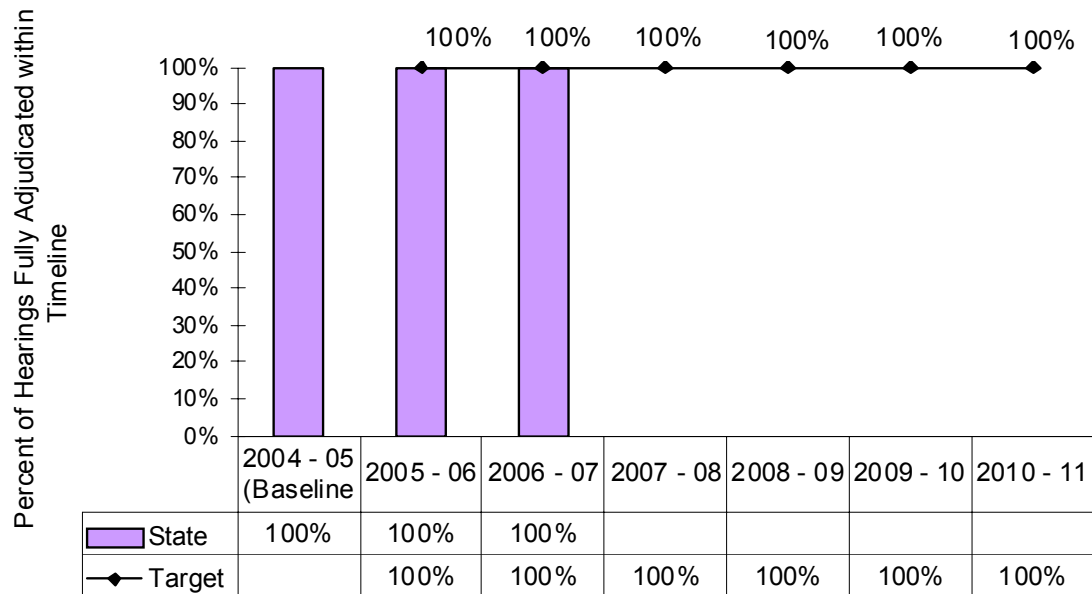


Figure B17.1. Percent of Iowa Fully Adjudicated Due Process Hearings That Met Timelines for Baseline and First and Second Years' Target from FFY 2004 (2004-2005) through FFY 2006 (2006-2007). Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2006 (2006-2007).

Iowa met the measurable and rigorous target for Indicator 17. As depicted in Figure B17.1, actual target data for Indicator 17 for FFY 2006 (2006-2007) was 100%. In addition, Iowa has maintained the OSEP target of 100% from baseline to the second year's target.

Table B17.1 reports the number of due process hearing requests and timelines for baseline and annual performance for each FFY through FFY 2006 (2006-2007). OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* is found at the conclusion of Indicator 17. Data for Indicator 17 are reflected in Section C of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Table B17.1
Three-Year Trend of Requests for Hearings, Decisions Within Timelines, and Decisions with Timeline Extended, FFY 2004 (2004-2005) through FFY 2006 (2006-2007)

Due Process Description	Number Reported (2004-2005)	Number Reported (2005-2006)	Number Reported (2006-2007)
(3) Hearing Requests	10	15	4
(3.2) Hearings Held	4	0	1
(a) Decision Within Timeline	0	N/A	0
(b) Decision With Timeline Extended	4	N/A	1
Measurement= (3.2(a) + 3.2(b)) divided by (3.2) times 100.	$((0+4)/4)*100$ 100%	$((NA + NA)/0)*100$ 100%	$((0+1)/1)*100$ 100%

Source. Iowa Department of Education Hearing Request Data Reports, FFY 2004 (2004-2005) - FFY 2006 (2006-2007).

As depicted in Table B17.1, actual target data for FFY 2006 (2006-2007) was that the SEA had 4 hearing requests. One hearing was held between July 1, 2006, and June 30, 2007, for those requests received during that designated timeframe, and this same 1 hearing had a decision with an extended timeline. Additional data in Table 7 of the OSEP report reflect that there were 3 hearing requests resolved without a hearing.

Description of Corrective Actions Taken by the SEA:

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 17, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

Because the performance reflected in the Actual Target Data for FFY 2006 (2006-2007) is at 100%, the SEA did not implement corrective actions for Indicator 17. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007, submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B17.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator, and activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B17 because the activity did not specifically address measurement for this indicator.

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B17.2.

Table B17.2
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Measurable Outcomes	Status/Next Steps
Verification of data. The SEA maintained a data system and had procedures to document and track due process hearings filed including monitoring of timelines and results.	Data for analysis and reporting are reliable and valid	Verification of data continues through FFY 2010 (2010-2011), although data system will change in FFY 2007 (2007-2008)
Analysis of data to identify concerns. The SEA tracked the outcome of all hearing requests to determine the content of disputes and examined the hearing decision to determine whether a corrective action plan was required.	The SEA determined the content of the disputes and that a determination of the need for a corrective action plan was not required within FFY 2006 (2006-2007).	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of data to identify concerns. The SEA analyzed data by region and type of hearing request to determine if the SEA had systemic IDEA 2004 implementation concerns.	The analysis of data indicated there were no systemic concerns from any region.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of policies, procedures and practices. The SEA reviewed the State's due process procedures to ensure timelines were met and the stages involved in filing due process requests were comprehensive in meeting participant needs.	The SEA revised the procedures for due process hearings at various stages of the hearing request process based upon the information gathered from the parties involved.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of policies, procedures and practices. The SEA adjusted ALJ training practices to address concerns. These concerns were presented in a summary report completed by Tom Jeschke, contracted facilitator, to determine the satisfaction of the ALJ selection process.	The SEA contracted with a nationally-known trainer, Jim Gerl to provide three audio conferences to the ALJs.	Completed for FFY 2006 (2006-2007)
Technical assistance. The SEA provided quarterly inservice to all mediators and administrative law judges on State policies and procedures.	Administrative law judges and mediators were trained in how to implement State policy and procedures.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)

Activity	Measurable Outcomes	Status/Next Steps
Technical assistance. The SEA provided ongoing support to administrative law judges in the form of access to hearing decisions from around the nation, peer review, and conference attendance	Administrative law judges had up-to-date knowledge on case law.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Technical assistance. The SEA requested all administrative law judges write a summary of all hearing decisions to be included in the School Leader Update with a website link to the complete decision.	School Leaders receive updated findings that could influence school wide decisions and target needed in-service training at the district level.	Ongoing for FFY 2007 (2007-2008)
Ongoing monitoring and enforcement as needed. The SEA reviewed the due process hearing data to determine noncompliance and the SEA used this data to fulfill its obligation of monitoring as required in Indicator 15.	The general supervision system assured identified noncompliance issues were corrected as soon as possible but in no case later than one year from identification.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows. Iowa met the measurable and rigorous target for FFY 2006 (2006-2007) of 100% of fully adjudicated due process hearing requests were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

Because Iowa met the measurable and rigorous target, and had done so for two prior years, there is no explanation of progress nor of slippage, because there was no observed progress or slippage.

In addition to the effect of improvement activities listed in Table B17.2, the SEA attributes maintenance in part to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B17.3. These activities are consistent with what was proposed in the FFY 2004 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B17.2 will continue in FFY 2007 (2007-2008), and are not listed in Table B17.3).

Table B17.3
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of data. The SEA will change the data collection system from the present format to I-STAR to better integrate and align the data collection process with the other statewide data collection systems.	3 SEA Staff	July 1, 2007 – June 30, 2008	Data for analysis and reporting are reliable and valid. The I-STAR system will provide improved data collection.
Analysis of policies, procedures and practices. The SEA will amend the Iowa Administrative Code to allow for direct filing of a complaint with the SEA if the due process hearing decision is not being implemented.	2 SEA Staff	July 1, 2006 – June 30, 2007	The SEA will have a procedure to address a failure to implement the due process hearing decision without involving the court system.

APR Template – Part B (4)

IOWA

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 7
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

PAGE 1 OF 1
OMB NO.: 1820-0677
FORM EXPIRES: 08/31/2009

STATE: _____ IOWA _____

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	5
(1.1) Complaints with reports issued	1
(a) Reports with findings	0
(b) Reports within timeline	1
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	4
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	24
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	10
(i) Mediation agreements	9
(2.2) Mediations not held (including pending)	14

SECTION C: Hearing requests	
(3) Hearing requests total	4
(3.1) Resolution sessions	2
(a) Settlement agreements	1
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	3

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and State-contracted special education mediators.

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 18, the SEA is not required to provide baseline, targets, or improvement activities until any FFY in which 10 or more resolution meetings were held. Hence, in the FFY 2006 (2006-2007) APR, Iowa will not report data, baseline, or targets, because there were 9 or fewer resolutions reported in the actual target data. Though not required, Iowa will report on improvement activities targeted to maintain the number of resolution meetings held.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross-Indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All State mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

The SEA will report to the public progress/and or slippage in meeting the “measurable and rigorous targets” found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements. The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 18).

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Percent = Number of resolution session settlement agreements reached divided by number of resolution sessions held times 100.

Baseline Data:

Because Iowa has yet to have a FFY in any SPP to-date, with 10 or more resolution meetings, Iowa is not required to report baseline data.

Measurable and Rigorous Target:

For Indicator 18 (Percent of hearing requests that went to resolution sessions and were resolved through resolution session settlement agreements), the designated level of performance desired for FFY 2006 (2006-2007), is summarized in the box below.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	Not Applicable.*

***Note: Part B State Performance Plan Indicator Measurement Table provided by OSEP indicated: "States are not required to establish baseline or targets if the number of resolution sessions is less than 10."**

Actual Target Data:

Four hearings were requested in FFY 2006 (2006-2007). This number reflected six fewer hearing requests when compared to baseline FFY 2004 (2004-2005), and 11 fewer than FFY 2005 (2005-2006). OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* is found at the conclusion of Indicator 18. Data for Indicator 18 are reflected in Section C of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

Of the four hearing requests filed between July 1, 2006, and June 30, 2007, one resulted in a hearing. The following description provides outcomes of the four hearings requested:

- Two resolution meetings were held; one reached an agreement and one did not. A hearing was then held when issues were not resolved.
- One resulted in all parties jointly agreeing to waive the resolution meeting and hold mediation. However, the issues were resolved informally before the scheduled mediation date.
- One was withdrawn four days after the hearing request was filed, with an explanation that concerned issues were resolved.

Description of Corrective Actions Taken by the SEA:

Consistent with comments in the FFY 2005 (2005-2006) Response Letter from OSEP, for Indicator 18, the SEA is not required to provide baseline, targets, or improvement activities until any FFY in which 10 or more resolution meetings were held. Hence, in the FFY 2006 (2006-2007) APR, Iowa will report data and any resulting baseline, targets, or improvement activities, if 10 or more resolutions are reported in the actual target data.

The SEA did not implement corrective actions in FFY 2006 (2006-2007) for Indicator 18. Improvement activities are summarized in the section that follows.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities That Occurred for FFY 2006 (2006-2007). Iowa is exceeding OSEP's requirement for Indicator 18 because, although Iowa is not required to report on improvement activities, Iowa has taken a proactive approach on Indicator 18 and has implemented improvement activities on an accelerated schedule from what was reported in the SPP. Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B18.1 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator. Activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B18 because the activity did not specifically address measurement for this indicator.

Improvement activities, Measurable Outcomes, and Status/Next Steps, are summarized in the Table B18.1.

Table B18.1
Improvement Activities Completed for FFY 2006 (2006-2007)

Activity	Outcomes	Status
Technical assistance. The AEA provided trainings to LEA staff; parents and other stakeholder groups focused on appropriate dispute resolution (ADR) options.	The AEA trained stakeholders, offered informational materials, provided parental support, and distributed additional SEA created guidance materials on the dispute resolution process.	Ongoing for FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Technical assistance. The Conflict Resolution Center of Iowa provided mediation trainings to AEA Resolution Facilitators and other participants (including PEC) in the process to support the overall statewide system of dispute resolution.	Dispute resolution participants were trained on the mediation process.	Completed for FFY 2006 (2006-2007)
Technical assistance. The SEA provided assistance to expand the role of the AEA Resolution Facilitator in the process.	The AEAs agreed to utilize the Resolution Facilitator in the expanded role.	Completed for FFY 2006 (2006-2007)
Technical assistance. The SEA developed a mentoring and coaching system for all AEA Resolution Facilitators.	AEA Resolution Facilitators were mentored and coached.	Ongoing for FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Technical assistance. The SEA provided quarterly inservice to all mediators and administrative law judges on State policies and procedures.	Administrative law judges and mediators were trained in how to implement State policy and procedures.	Ongoing for FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Technical assistance. The SEA provided ongoing support to administrative law judges in the form of access to hearing decisions from around the nation, peer review, and conference attendance	Administrative law judges had up-to-date knowledge on case law.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)

Activity	Outcomes	Status
Technical assistance. The SEA provided AEAs and LEAs with the option of having State mediators serving as facilitators at resolution meetings.	LEAs and AEAs had options on people available to serve as resolution facilitators beyond the AEA resolution facilitator network.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). No explanation of progress or slippage is needed has Iowa as not yet exceeded 10 requests for resolution meetings.

In addition to the effect of improvement activities listed in Table B18.1, the SEA attributes performance on Indicator 18 to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Proposed activities for FFY 2007 (2007-2008) are discussed in Table B18.2. These activities are consistent with what was proposed in the FFY 2004-2010 (2004-2011) State Performance Plan and describe activities to be implemented in FFY 2007 (2007-2008) that will allow Iowa to meet measurable and rigorous targets for both FFY 2007 (2007-2008) and the targets continuing in the SPP through FFY 2010 (2010-2011).

(Note: Activities listed as ongoing in Table B18.1 will continue in FFY 2007 (2007-2008), and are not listed in Table B18.2).

Table B18.2
Proposed Activities for FFY 2007 (2007-2008)

Proposed Activity	Proposed Personnel Resources	Proposed Timelines	Anticipated Outcomes
Verification of data. The SEA will change the data collection system from the present format to I-STAR to better integrate and align the data collection process with the other statewide data collection systems.	3 SEA Staff	July 1, 2007 – June 30, 2008	Data for analysis and reporting are reliable and valid. The I-STAR system will provide improved data collection.
Technical assistance. The SEA will provide a format to better address ways to create solutions through the AEA Resolution Facilitator Process and to improve skill building capacities of the AEA Resolution Facilitator Coordinators.	1 SEA staff, AEA Resolution Facilitator Coordinators, and mediators	July 1, 2007 – June 30, 2008	The creation of additional guidance documents to be utilized by all AEA Resolution Facilitator Coordinators. The development of a communication system to timely address issues arising in the dispute resolution process.

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 7
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

PAGE 1 OF 1
OMB NO.: 1820-0677
FORM EXPIRES: 08/31/2009

STATE: _____ IOWA _____

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	5
(1.1) Complaints with reports issued	1
(a) Reports with findings	0
(b) Reports within timeline	1
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	4
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	24
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	10
(i) Mediation agreements	9
(2.2) Mediations not held (including pending)	14

SECTION C: Hearing requests	
(3) Hearing requests total	4
(3.1) Resolution sessions	2
(a) Settlement agreements	1
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	3

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by State Education Agency (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, the Iowa Department of Education staff, special education administrative law judges, and State-contracted special education mediators.

In this APR, the SEA will report on progress or slippage on the required measurement, on improvement activities described in the State Performance Plan that were implemented in FFY 2006 (2006-2007), the outcomes of improvement activities implemented in FFY 2006 (2006-2007), and changes to improvement activities to be reported on for FFY 2007 (2007-2008).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities, many of which cross-Indicators, will be summarized with the Indicator to which activities best aligned.

In addition, Indicators B16, B17, B18, and B19 address formal dispute resolution required in IDEA. Historically, Iowa has been committed to having preventative activities in place so that parents, educators, and other individuals involved with the educational community have practices, procedures, and capacity in place to resolve differences without resorting to formal dispute resolution. All State mediators and administrative law judges have been trained in conflict resolution and assist with collaborative problem solving so that formal disputes may be prevented. Iowa has also accessed technical assistance centers such as the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), for support with comparative data and on improvement activities. Because of the targeted nature of the SPP and APR in reporting specifically on measurement, some of the preventative work may go unnoticed. Hence, this preventative paradigm is reflected in the overview of APR development in that Iowa works diligently to prevent disputes from escalating to the level of formal dispute resolution, and the impact of the preventative efforts is reflected in Iowa's Actual Target Data for Indicators B16, B17, B18, and B19.

OSEP has also offered States the flexibility of changing targets for this Indicator to reflect ranges. Additional discussion of Iowa's actions in revising targets are found in the section entitled *Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2006 (2006-2007)*.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Monitoring Priority: Effective General Supervision Part B / General Supervision
--

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a) (3) (B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the 6-Year State Performance Plan and each Annual Performance Report. The measurement is derived specifically from rows included in 618 Table 7 (included at the conclusion of text for Indicator 19).

Measurement:

Percent = (2.1(a) (i) + 2.1(b)(i)) divided by (2.1) times 100.

Percent = Number of mediation agreements related to due process + number of mediation agreements not related to due process¹⁰ divided by number of mediations held times 100.

Measurable and Rigorous Target:

For Indicator 19 (percent of mediations held that resulted in mediation agreements), the designated level of performance desired for FFY 2006 (2006-2007), is summarized in the box below. The percent of preappeal conferences and mediations held that resulted in mediation agreements is a performance indicator. Therefore, each state was allowed by OSEP to set its own target from baseline data. The SEA, with input from stakeholder groups, established measurable and rigorous targets from 91% to 93% for the six-year State Performance Plan.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	92% of the preappeal conferences and mediations held will reach an agreement.

Actual Target Data for FFY 2006 (2006-2007):

Figure B19.1 shows the State Education Agency's (SEA) baseline, actual target data, and measurable and rigorous target for each FFY through FFY 2006 (2006-2007), on the percent of preappeal conferences and mediations held that reached an agreement for those filed between July 1, 2006, and June 30, 2007.

¹⁰ In Iowa mediations not related to due process are called "preappeal conferences."

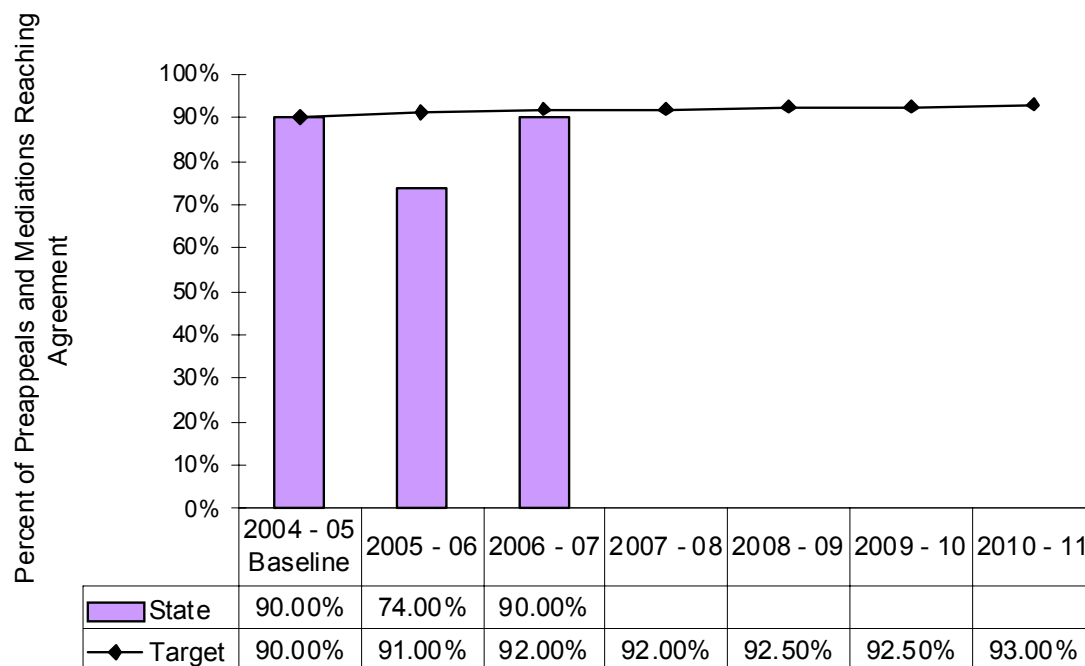


Figure B19.1. Trend for Percent of Iowa Preappeals and Mediations Held that Resulted in Agreement for Baseline and Two Years' Actual Target Data. Source: Iowa Department of Education Preappeal and Mediation Data Reports, FFY 2004 (2004-2005) - FFY 2006 (2006-2007).

As illustrated in Figure B19.1, the State measurable and rigorous target of 92.00% was not met for FFY 2006 (2006-2007). Results of data indicated the SEA showed improvement from FFY 2005 (2005-2006) [74%] to FFY 2006 (2006-2007) [90.00%].

Table B.19.1 shows the total number of mediation requests made, the number held, and the number of agreements reached between July 1, 2006, and June 30, 2007. OSEP Table 7, *Report of Dispute Resolution under Part B of the Individuals with Disabilities Education Act* can be found at the end of Indicator 19. Data for Indicator 19 are reflected in Section B of Table 7. The data in Table 7 match the data in this report, and the SEA is not required to explain any discrepancies in the data.

February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

While Indicators B16, B17, B18, and B19 deal with proceedings around Effective General Supervision, the Improvement Activities listed in Table B19.2 were judged best aligned with this Indicator. The same activity might be listed as an improvement activity under another indicator if the activity also targets the measurement of that other indicator. Activities listed under other indicators may have had a preventative effect on this indicator, but were not listed with Indicator B19 because the activity did not specifically address measurement for this indicator.

Improvement activities, Measurable Outcomes, and Status/Next Steps are summarized in Table B19.2.

Table B19.2
Improvement Activities Completed for FFY 2006 (2006-2007)

Improvement Activity	Measurable Outcomes	Status/Next Steps
Analysis of data to identify concerns. The SEA analyzed data collected through a survey of preappeal and mediation participants to determine the effectiveness of the process.	The SEA identified concerns within the preappeal and mediation process which lead to adjusting preappeal and mediation procedures.	Ongoing FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Analysis of data to identify concerns. The SEA analyzed data collected through a three month follow-up survey of preappeal and mediation parents and LEAs to determine whether the written agreements were being implemented.	The SEA identified concerns within the written agreement implementation process which lead to adjusting preappeal and mediation practices.	Ongoing FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Analysis of data to identify concerns. The SEA created a form, given to mediators, which was designed to identify systemic issues based on the type of issue identified and whether the issue was resolved.	The SEA did not identify systemic concerns, but addressed issues perceived to be systemic in nature.	Ongoing FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Analysis of policies, procedures and practices. The SEA analyzed policies, procedures, and practices using a Preappeal and Mediation Work Group which began the analysis of the process at a day-long meeting to identify ways to improve the system.	The SEA identified needed adjustments to policies, procedures, and practices and implemented those changes. One practice change implemented was to encourage parties to write and sign preappeal agreements on the date that the preappeal or mediation conference was held.	Ongoing FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Analysis of policies, procedures and practices. The SEA reviewed the policies, practices, and procedures on the role of the shepherd in the preappeal and mediation process.	The SEA had State mediator draft a job description of the shepherd to improve the utilization of the shepherd in the preappeal and mediation process. The desired outcome is written agreements that can be implemented or rapidly revised. Mediators are required to distribute the job description to all shepherds at the preappeal and mediation. Some AEAs have modified their procedures to include the shepherd's job description.	Ongoing FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)
Technical assistance. The SEA provides quarterly inservice to all mediators and administrative law judges on State policies and procedures.	The general supervision system assured identified noncompliance issues were corrected as soon as possible but in no case later than one year from identification.	Ongoing FFY 2007 (2007-2008) and continuing through FFY 2010 (2010-2011)

Improvement Activity	Measurable Outcomes	Status/Next Steps
Technical assistance. The SEA provided ongoing support to administrative law judges in the form of access to hearing decisions from around the nation, peer review, and conference attendance	Administrative law judges had up-to-date knowledge on case law.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows. Iowa did not meet the State target of 92% for percent of mediations held that resulted in mediation agreements in FFY 2006 (2006-2007). Results of data indicated the SEA did show improvement from FFY 2005 (2005-2006) [74%] to FFY 2006 (2006-2007) [90%] by increasing 16%. In order to achieve the State target for the 10 preappeals held, all 10 (100%) of the preappeals would need to have reached mediation agreements. In FFY 2006 (2006-2007), nine of the preappeals resulted in mediation agreements. Statistically, in order for the precise measure of 92% to be obtained, at least 13 events are needed, and meeting 12 of 13 events results in achievement of 92%. Hence, states with small numbers of conferences and mediations, if even 1 case does not reach agreement, cannot reach targets greater than 85% or 90%. In Iowa's case for FFY 2006 (2006-2007), 9 of 10 cases reached agreement, and unless all cases (10 of 10) reached agreement, it was statistically impossible to reach the target.

The SEA explains observed progress on the training mediators have received, with mediators focusing greater attention on obtaining signatures on the agreements at an earlier stage. In addition, the SEA attributes having lower numbers of preappeals than most states in part to: (a) Iowa's commitment to resolving disputes prior to escalating to formal dispute resolution, (b) technical assistance around prevention and facilitation from national centers such as CADRE, and (c) the work of Iowa's Parent-Educator Connection (PEC) in providing families of children and youth with disabilities with information and resources about living with and supporting children or youth with disabilities. The PEC is a statewide network of parents of children, youth, or young adults with disabilities, coordinated by Iowa's AEA system. Parent-educators employed by the AEAs serve as contacts for parents of students with disabilities (or suspected of having disabilities), and assist families with accessing the range of resources and supports available through education or other agencies (for example, Public Health or Human Services).

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

Statistically, in order for the precise measure of 92% to be obtained, at least 13 events are needed, and meeting 12 of 13 events results in achievement of 92%. Hence, states with small numbers of conferences and mediations, if even 1 case does not reach agreement, cannot reach targets greater than 85% or 90%. Reducing the number of disputes leading to preappeals through the use of statewide procedures aimed at resolving differences without resorting to formal processes, it is anticipated the remaining conflicts presented at preappeal conferences will be more adversarial. The anticipated outcome may result in fewer mediation agreements reached and prevent the State target from being met.

The following revision to proposed targets is suggested: Starting in FFY 2007 (2007-2008) and through FFY 2010 (2010-2011), Iowa revises its measurable and rigorous target to reflect a range of 75% - 85% of mediations resulting in agreements. The rationale for the change is two-fold. First, with small numbers of preappeals, targets above 90% will be difficult to achieve, and the data may suggest states have problems when the true state is that performance in the State is adequate-to-exemplary. Second, according to OSEP, "The consensus among mediation practitioners is that 75% - 85% is a reasonable rate of mediations that result in agreements and is consistent with national mediation success rate data." Hence, Iowa proposes to change measurable and rigorous targets to reflect the range of 75%-85%. This allows for variance in mediations held and agreements reached, and does not penalize states with small numbers of events.

Once approved by OSEP, this change will be made on the State Performance Plan for FFY 2006 (2005-2010) found on the Iowa Department of Education website at <http://www.iowa.gov/educate/content/view/614/592/>, so that the table of measurable and rigorous targets reflects:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	91% of the preappeal conferences and mediations held will reach an agreement.
2006 (2006-2007)	92% of the preappeal conferences and mediations held will reach an agreement.
2007¹ (2007-2008)	75% - 85% of the preappeal conferences and mediations held will reach an agreement.
2008¹ (2008-2009)	75% - 85% of the preappeal conferences and mediations held will reach an agreement
2009¹ (2009-2010)	75% - 85% of the preappeal conferences and mediations held will reach an agreement
2010¹ (2010-2011)	75% - 85% of the preappeal conferences and mediations held will reach an agreement

¹Targets changed and justified in FFY 2006 (2006-2007) APR.

The State Performance Plan for Indicator 19, with the change proposed above, is included at the conclusion of Indicator 19.

There are no proposed changes to Activities for FFY 2007 (2007-2008). Activities in Table B19.2 are ongoing.

APR Template – Part B (4)

IOWA

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 7
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2006-07

PAGE 1 OF 1
OMB NO.: 1820-0677
FORM EXPIRES: 08/31/2009

STATE: _____ IOWA _____

SECTION A: Written, signed complaints	
(1) Written, signed complaints total	5
(1.1) Complaints with reports issued	1
(a) Reports with findings	0
(b) Reports within timeline	1
(c) Reports within extended timelines	0
(1.2) Complaints withdrawn or dismissed	4
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	24
(2.1) Mediations	
(a) Mediations related to due process	0
(i) Mediation agreements	0
(b) Mediations not related to due process	10
(i) Mediation agreements	9
(2.2) Mediations not held (including pending)	14

SECTION C: Hearing requests	
(3) Hearing requests total	4
(3.1) Resolution sessions	2
(a) Settlement agreements	1
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline	0
(b) Decisions within extended timeline	1
(3.3) Resolved without a hearing	3

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	0
(4.1) Resolution sessions	0
(a) Settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B State Performance Plan (SPP) for FFY 2005-2010

Overview of the State Performance Plan Development:

Please see pages 1-5 for State Performance Plan Development.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = $(2.1(a)(i) + 2.1(b)(i))$ divided by (2.1) times 100.

Overview of Issue / Description of System or Process:

Iowa has two options for dispute resolutions that include mediation and Preappeal Conference. Mediation has been available in Iowa since 1976, making Iowa the third State in the nation to offer this option. The Preappeal Conference was instituted in Iowa around 1987 as a pilot project to encourage early resolution of disputes by offering a mediation process prior to any party requesting a hearing.

Mediation. Updated mediation procedures were written and implemented as of July 1, 2005, to meet Sec. 615(e) statute requirements of IDEA 2004. Iowa refers to the word “mediation” when a hearing is requested. Prior to a scheduled hearing date, all parties are asked whether they consent to mediation. An ALJ and mediator are assigned, and a conference call is held. The ALJ facilitates the conversation to (1) determine a date, time, and location, (2) discuss what records need to be included, and (3) address inquiries that may be raised by the parties. The ALJ disconnects from the conversation after all necessary business related to the hearing is completed. The mediator then presides over the discussion for scheduling mediation. Mediators then contact all consenting parties to explain the mediation process, clarify the roles of participants, and address any questions or concerns. (The Resolution Session in Indicator 18 describes its connection to this process.)

Preappeal Conference. The preappeal conference is a mediation process available without a hearing request. With IDEA 2004 this informal process for resolving differences entered a new dimension because of the legally binding settlement agreement language.

The procedures were written and implemented in order to meet IDEA 2004 requirements of Sec. 615(e). A conference call is held to determine the date and location of the conference. Mediators then contact all consenting parties to explain the preappeal conference, clarify the roles of participants, and address any questions or concerns.

For both mediations and preappeal conferences, brochures, templates (regarding developing a legally binding agreement), and pamphlets are mailed to all participants to better prepare them for the process. They are sent a form that they will be asked to sign at the mediation and preappeal conference entitled *Agreement to Mediate*.

The desired outcome of both mediation and a Preappeal Conference is a written legally binding settlement agreement between all parties. A “shepherd” is selected by the participants to oversee each settlement agreement. A written summary of the mediation and preappeal settlement agreement is prepared by the mediator and disseminated to all parties involved within two business days, if possible, following the conference. Evaluations are distributed to the participants at the end of the mediation and Preappeal

Conference process. A follow-up survey is conducted to determine whether the settlement agreement is being implemented.

Mediators have adopted *Standards for Special Education Mediators* that apply to both mediation and the Preappeal Conference. Mediators meet quarterly, review all data collected by the SEA, and continually examine ways to improve the statewide system.

To study and refine the mediation process, the SEA conducts a review of (1) evaluation forms completed on the day of mediation by all parties involved, and (2) follow-up survey results completed three months subsequent to mediation by all parties to determine whether the mediation or preappeal agreement was implemented. If surveys are not returned, the SEA makes phone calls to obtain the information. If contact is still not made, an SEA support staff calls parents in the evenings in an attempt to obtain information. Review of evaluation forms and surveys is conducted quarterly in a joint effort with the SEA, the mediators, and the ALJs. All reviewed data are used at the quarterly meetings of the SEA, mediators and ALJs to improve the system.

Table B19.1 provides information about mediations for the (1) reporting period, July 1 through June 30, and includes, (2) number of mediations not related to hearing requests, (3) number of mediations related to hearing requests, (4) number of mediation agreements not related to hearing requests, (5) number of mediation agreements related to hearing requests, and (6) number of mediations pending as of August 31.

Table B19.1.
Number of Mediations and Mediation Agreements.

Mediations					
Mediations:			Mediation Agreements:		
(1) Reporting Period	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	(6) Mediations Pending: August 31
2000-2001	21	0	21	NA	0
2001-2002	20	4	20	4	0
2002-2003	33	5	31	5	0
2003-2004	22	12	22	12	0

Source. Iowa Department of Education, Bureau of Children, Family and Community Services, Bureau Data: Preappeal Conferences and Mediations FFY 2000 (2000-2001) through FFY 2003 (2003-2004).

Iowa has had a high success rate for resolving differences for both mediations and preappeal conferences. During FFY 2000 (2000-2001), FFY 2001 (2001-2002), and FFY 2003 (2003-2004) all preappeals (100%) held reached an agreement. During FFY 2002 (2002-2003) the success rate was 94%. All mediations held during the last four years (N=21) have resulted in an agreement being reached 100% of the time.

Based on implementation of the mediation system and these data, the SEA engaged in the following activity: maintain procedures, strategies, resources, and staff time so that disputes, differences and conflicts can be resolved in a timely manner at the lowest level possible.

Baseline Data for FFY 2004 (2004-2005):

Table B19.2 provides information about mediations for the (1) reporting period, July 1 through June 30, and includes, (2) number of mediations not related to hearing requests, (3) number of mediations related to hearing requests, (4) number of mediation agreements not related to hearing requests, (5) number of mediation agreements related to hearing requests, and (6) number of mediations pending as of August 31.

Table B19.2.
Number of Mediations and Mediation Agreements.

Mediations						
Mediations:			Mediation Agreements:			
(1) Reporting Period	(2) Not Related to Hearing Requests	(3) Related to Hearing Requests	(4) Not Related to Hearing Requests	(5) Related to Hearing Requests	(6) Mediations Pending: August 31	
2004-2005	31	1	28	1	2	

Source. Bureau Data: Mediations, FFY 2004 (2004-2005).

Discussion of Baseline Data:

During the FFY 2004 (2004-2005) year, one mediation was held in the State of Iowa and an agreement was reached (100%). For mediations not related to hearing requests (or what Iowa refers to as Preappeal Conferences) 31 were held and 28 agreements were reached, with 90% of the preappeal conferences reaching an agreement.

Although trend data and current baseline indicate the percent of mediations held and reaching an agreement has been 100% there is some hesitancy with having a target of 100%. For example, during FFY 2004 (2004-2005), there was only one mediation and an agreement was reached. With low numbers, a state is at risk with having wide fluctuations of successful outcomes if reported in percentages. When examining the data over the past five years for mediations not related to hearing requests (i.e., Preappeal Conferences), three years showed 100% reaching agreements, one year was 94% and this past year was 90%. The latter year reflects three Preappeal Conferences not reaching an agreement. The SEA anticipates there may be a decrease in settlement agreements due to the concern expressed by both parent advocacy groups and educators and their attorneys over the new “legally binding” agreement language in the IDEA statute. Although the State’s goal is to have 100% of the preappeal conferences (and mediations) consistently reaching an agreement, there are some circumstances that occur that may prohibit the State from achieving that rigorous of a target.

Initially, Iowa set a measurable and rigorous target for this indicator at above 90% resolution for all years covered by the SPP. However, after 2 years of data, it was found that, due to the small numbers of cases going to mediation, if even only 1 case was not satisfactorily resolved, then Iowa would not reach or surpass the measurable and rigorous target. In addition, OSEP provided guidance to States that, for this Indicator, targets may be set to represent a range.

In FFY 2006 (2006-2007), Iowa changed measurable and rigorous targets for FFY 2007 (2007-2008) and each FFY thereafter through FFY 2010 (2010-2011), to 75%-85% of cases resolved.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	91% of the preappeal conferences and mediations held will reach an agreement.
2006 (2006-2007)	92% of the preappeal conferences and mediations held will reach an agreement.
2007 ¹ (2007-2008)	75% - 85% of the preappeal conferences and mediations held will reach an agreement.
2008 ¹ (2008-2009)	75% - 85% of the preappeal conferences and mediations held will reach an agreement
2009 ¹ (2009-2010)	75% - 85% of the preappeal conferences and mediations held will reach an agreement
2010 ¹ (2010-2011)	75% - 85% of the preappeal conferences and mediations held will reach an agreement

¹Targets changed and justified in FFY 2006 (2006-2007) APR.

Improvement Activities / Timelines / Resources:

Based on (1) the structure outlined in the *Overview of State Performance Plan Development*, (2) Iowa's System, (3) broad stakeholder input, and (4) trend data and the results of current baseline data, the following strategies will be completed over the next six years.

Improvement Activity B19: Mediations	Resources	Timeline
1) Evaluation and Progress Monitoring. a) Gather, report and analyze implementation results of mediations with collaborative partners. b) Provide Technical Assistance to mediators in the interpretation of implementation results of mediation.	Special Education Advisory Panel, SEA Staff (Special Education), Qualified Mediators Part B Funding	Annually
2) Revision to Practice. a) Provide Technical Assistance to mediators in data-driven revisions to improve the mediation system. b) Provide professional development to mediators to implement data-driven revisions to improve the mediation system.	SEA Staff (Special Education), Qualified Mediators Part B Funding	2006-2011

Part B State Annual Performance Report (APR) for FFY 2006 (2006-2007)**Overview of the Annual Performance Report Development:**

The Part B Annual Performance Report (APR) was developed by Iowa Department of Education (SEA) staff reviewing baseline data, targets and improvement activities and drafting a report for each indicator. Once draft indicator reports were written, stakeholder groups provided input regarding these three components, and comments were compiled. Stakeholder groups included the State Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration and liaisons, and SEA staff.

Stakeholder groups with representatives of individuals with disabilities, parents, educators, administrators, private adult providers, Iowa Vocational Rehabilitation Services, Department of Human Services, and higher education met to review the data, set priorities, and suggest improvement activities. Additional input was sought from stakeholder groups including the State of Iowa Special Education Advisory Panel (SEAP), Area Education Agency (AEA) administration, and staff of the State Education Agency (SEA).

In the FFY 2005 (2005-2006) *Response Letter to Iowa*, OSEP analyzed Iowa's data for Indicator 20 from FFY 2005 (2005-2006). OSEP reported that Iowa's Status for Indicator 20 was:

The State's FFY 2005 reported data for this indicator are 100%. Because the State did not provide valid and reliable data for Indicator 12 and did not use the correct measurement in reporting on Indicator 15, the State has not demonstrated that it met its FFY 2005 target of 100%.

In addition, OSEP Analysis/Next Steps for Iowa included:

The State must review its improvement strategies, and revise them, if necessary, to ensure that they will enable the State to include data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements in IDEA section 618 and 34 CFR §§76.720 and 300.600(b).

In this APR, Iowa will demonstrate: (a) revised calculation for FFY 2005 (2005-2006) based on OSEP's Analysis, (b) report actual target data for FFY 2006 (2006-2007), (c) summarize improvement activities, (d) explain progress and slippage, and (e) report on how the State identifies noncompliance and validates that corrective actions occurred.

The SEA will report to the public progress/and or slippage in meeting the "measurable and rigorous targets" found in the SPP/APR by posting on the State of Iowa Department of Education website (http://www.iowa.gov/educate/index.php?option=com_content&task=category§ionid=22&id=552&Itemid=592) sometime after February 1, 2008, but no later than April 15, 2008, the FFY 2006 (2006-2007) APR submitted to OSEP. Any changes to the SPP accepted by OSEP will be posted within 30 days of receipt of the FFY 2006 (2006-2007) response letter to Iowa expected for receipt prior to July 1, 2008.

Monitoring Priority: Effective General Supervision Part B Timely and Accurate

Indicator 20: State-reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

The following measurement for this indicator was a requirement of the Office of Special Education Programs (OSEP) for both the six-year State Performance Plan and each Annual Performance Report.

Measurement:

State reported data, including 618 data and annual performance reports, are:

- A. Submitted on or before due dates (February 1 for child count, including race and ethnicity, setting & services; November 1 for exiting, and February 1 for Annual Performance Reports); and
- B. Accurate (describe mechanisms for ensuring accuracy).

The provision of timely and accurate data (618 and State Performance Plan and Annual Performance Report) is a compliance indicator and OSEP designated the measurable and rigorous target at 100%. Each annual target of the 6-Year State Performance Plan is set at 100%.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate 100% of the time.

Actual Target Data for FFY 2006 (2006-2007):

In order to judge progress, based on OSEP's comments that: *...Because the State did not provide valid and reliable data for Indicator 12 and did not use the correct measurement in reporting on Indicator 15, the State has not demonstrated that it met its FFY 2005 target of 100%, Table B20.1 summarizes a recalculation for timely and accurate data for FFY 2005 (2005-2006).*

Table B20.1.
SEA Type and Number of Reports Submitted to OSEP for Timely and Accurate Data,
FFY 2005 (2005-2006) Recalculation

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
8	1	1	1	3
9	1	1	1	3
10	N/A	N/A	N/A	0
11	1	1	1	3
12	1	0	1	2
13	1	1	1	3
14	1	1	1	3
15	1	1	0	2
16	1	1	1	3
17	1	1	1	3
18	N/A	N/A	1	1
19	1	1	1	3
			Subtotal	51
APR Score Calculation		Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		56

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4

618 Data - Indicator 20					
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	28
618 Score Calculation			Grand Total (Subtotal X 2) =		56

Indicator #20 Calculation	
A. APR Grand Total	56
B. 618 Grand Total	56
C. APR Grand Total (A) + 618 Grand Total (B) =	112
Total N/A in APR	5
Total N/A in 618	0
Base	114
D. Subtotal (C divided by Base*) =	0.9820
E. Indicator Score (Subtotal D x 100) =	98.20

Source. 618 Data Tables, State Performance Plan and Part B Grant Application for FFY 2005 (2005-2006).

The percentage of timely and accurate data for Indicator B20 for FFY 2005 (2005-2006) was 98.20%.

In the FFY 2006 (2006-2007), the SEA monitored the timeliness and accurateness of data collected and analyzed for 618 Data Tables, FFY 2006 (2006-2007) State Performance Plan and the FFY 2006 (2006-2007) Annual Performance Report through ongoing verification and validation reports as provided by Iowa's Information Management System (IMS). The SEA and AEA personnel conducted desk audits and selected onsite reviews of needed data. Table B20.2 summarizes timely and accurate data for FFY 2006 (2006-2007).

Table B20.2
SEA Type and Number of Reports Initially Submitted to OSEP for Timely and Accurate Data (February 1, 2008),
FFY 2006 (2006-2007)

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	N/A	N/A	N/A	0
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	N/A	N/A	1	1
19	1	1	1	3
			Subtotal	53
APR Score Calculation		Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		58

618 Data - Indicator 20

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	28
618 Score Calculation			Grand Total (Subtotal X 2) =		56

Indicator #20 Calculation	
A. APR Grand Total	58
B. 618 Grand Total	56
C. APR Grand Total (A) + 618 Grand Total (B) =	114
Total N/A in APR	5
Total N/A in 618	0
Base	114
D. Subtotal (C divided by Base*) =	1.000
E. Indicator Score (Subtotal D x 100) =	100.0

Source. 618 Data Tables, State Performance Plan and Part B Grant Application for FFY 2006 (2006-2007).

APR Template – Part B (4)

IOWA

Table B20.3
OSEP Calculations for Iowa, April 7, 2008 Rubric to States (**Bolded larger font** represents discrepancy from B20.2)
FFY 2006 (2006-2007)

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	0	1	2
7	1	1	1	3
8	1	1	1	3
9	1	1	1	3
10	1	1	1	3
11	1	1	1	3
12	1	1	1	3
13	0	1	1	2
14	0	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	1	1	1	3
19	1	1	1	3
			Subtotal	55
APR Score Calculation		Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		60

618 Data - Indicator 20

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	0	1	1	1	3
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	0	1	1	1	3
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	26
618 Score Calculation			Grand Total (Subtotal X 2) =		52

Indicator #20 Calculation	
A. APR Grand Total	60
B. 618 Grand Total	52
C. APR Grand Total (A) + 618 Grand Total (B) =	112
Total N/A in APR	0
Total N/A in 618	0
Base	119
D. Subtotal (C divided by Base*) =	.941
E. Indicator Score (Subtotal D x 100) =	94.1

APR Template – Part B (4)

IOWA

In the text below, Iowa provides rationale for why data in Table B20.3 is not appropriate for Indicators B5, B10, B13, B14, and B18.

For Indicator B5, OSEP calculated each measurement using data submitted by Iowa in the 618 tables. For Indicator 5C, OSEP obtained a percentage of 3.6%, while in Iowa's original APR submission, Iowa reported a percentage of 3.90%. Iowa did not exclude correctional facilities in the calculation. The data reported in this document for Indicator B5, measurement C, have been changed and match OSEP's calculation. Hence, for the cell "correct calculation" for B5, the number should be 1 (as reflected in Table B20.4) and the row total "3".

Iowa is not required to complete Indicator 10, hence no data were reported, no calculations were applied, and no instructions were followed. Hence, in Table B20.4, "NA" are used in cells for Indicator 10, impacting the row total as well as the base, as summarized in Table B20.4.

There is no evidence that data for Indicator B13 is not valid nor reliable, and Iowa, in conversation with their State Contact (April 9, 2008), proposes a "1" for this cell and a row total of 3.

Iowa proposes that clarifications made in B14 demonstrate that data for Indicator B14 are reliable and valid, and the "0" rating for the "Valid and Reliable" cell in Table B20.3 should be changed to a "1" as depicted in Table B20.4, with the row total of "3."

Because Iowa has not yet reached an "N" of 10, Iowa is not required to set targets for Indicator B18. Hence, data are not reported, nor are calculations applied, for this Indicator. The instructions for this indicator have been accurately followed by Iowa. Hence, the first 2 cells, *valid and reliable*, and *correct calculation*, warrant NA ratings, while the followed instructions cell warrants a rating of "1." The row total, subtotal, and grand totals, and the base, are reported in Table B20.4.

Iowa uses the EDEN/EDFacts submission for 618 submission for Tables 1 and 3, and OSEP has clarified that States using the EDEN/EDFacts submission on February 1, 2007, were timely.

Table B20.4.
SEA Type and Number of Reports Submitted to OSEP for Timely and Accurate Data,
FFY 2006 (2006-2007) Final Calculation
(RED Depicts Differences From OSEP Calculation 4.7.2008)

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
1	1		1	2
2	1		1	2
3A	1	1	1	3
3B	1	1	1	3
3C	1	1	1	3
4A	1	1	1	3
5	1	1	1	3
7	1	1	1	3
8	1	1	1	3

APR Template – Part B (4)

IOWA

APR Indicator	Valid and Reliable	Correct Calculation	Followed Instructions	Total
9	1	1	1	3
10	N/A	N/A	N/A	0
11	1	1	1	3
12	1	1	1	3
13	1	1	1	3
14	1	1	1	3
15	1	1	1	3
16	1	1	1	3
17	1	1	1	3
18	N/A	N/A	1	1
19	1	1	1	3
			Subtotal	53
APR Score Calculation		Timely Submission Points - If the FFY2006 APR was submitted on-time, place the number 5 in the cell on the right.		5
		Grand Total - (Sum of subtotal and Timely Submission Points) =		58

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	1	1	1	4
Table 3 - Ed. Environments Due Date: 2/1/07	1	1	1	1	4

618 Data - Indicator 20					
Table 4 - Exiting Due Date: 11/1/07	1	1	1	1	4
Table 5 - Discipline Due Date: 11/1/07	1	1	1	1	4
Table 6 - State Assessment Due Date: 2/1/07	1	1	1	1	4
Table 7 - Dispute Resolution Due Date: 11/1/07	1	1	1	1	4
				Subtotal	28
618 Score Calculation			Grand Total (Subtotal X 2) =		56

Indicator #20 Calculation	
A. APR Grand Total	58
B. 618 Grand Total	56
C. APR Grand Total (A) + 618 Grand Total (B) =	114
Total N/A in APR	5
Total N/A in 618	0
Base	114
D. Subtotal (C divided by Base*) =	1.0000
E. Indicator Score (Subtotal D x 100) =	100

Source. 618 Data Tables, State Performance Plan and Part B Grant Application for FFY 2006 (2006-2007).

Figure B20.1 shows the target was met for FFY 2006 (2006-2007). Results of State data indicated the target was met with 100% provision of timely and accurate data for 618 Tables, the State Performance Plan, and the Annual Performance Report.

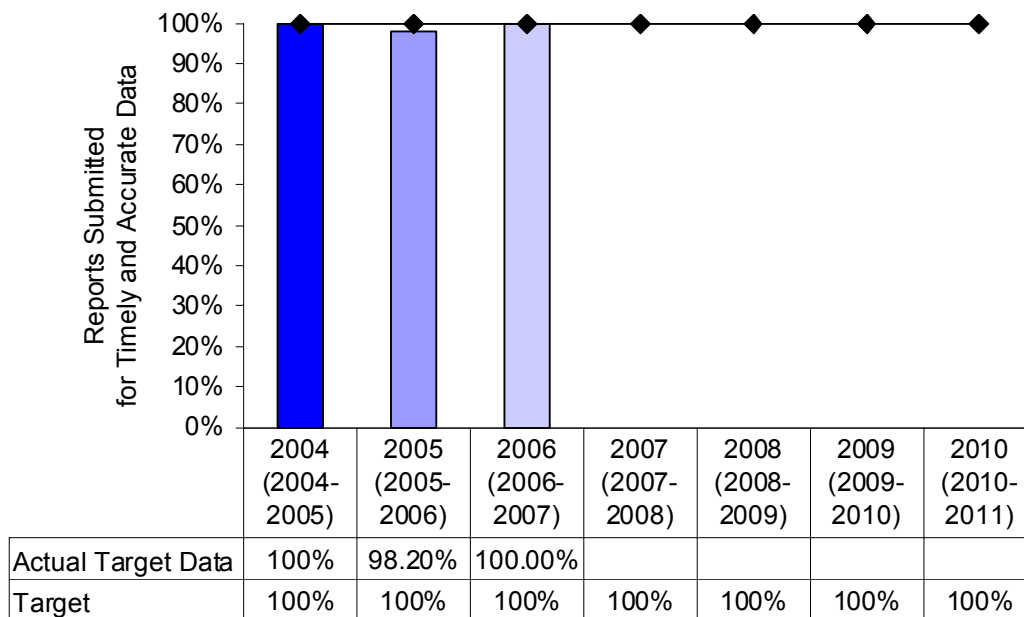


Figure B20.1. SEA Percent for Submitting Timely and Accurate Data for Required OSEP Reports. *Source. 618 Data Tables, State Performance Plan and Annual Performance Reports, FFY 2006 (2006-2007).*

As depicted in Table B20.4 and in Figure B20.1, for FFY 2006 (2006-2007), Iowa met the measurable and rigorous target for Indicator 20, with 100% of required reports filed with OSEP in a timely manner and with accurate data.

Summary of Corrective Actions of SEA for Indicator 20

In the Response Letter to Iowa for the FFY 2005 (2005-2006) APR, OSEP provided specific instructions to Iowa to correct Indicator 20. Most of the corrective actions have been discussed in the text above. However, for clarity, each required action, and the remedy, is presented in Table B20.5.

Table B20.5
Side-by-Side of OSEP Instruction in FFY 2005 Response Letter to Iowa,
and Iowa Corrective Action Even Though Corrective Action Occurred in FFY 2007 (2007-2008)

<i>OSEP Instruction</i>	<i>Iowa Remedy</i>
<i>Although the State reported that the APR was timely and accurate, the State did not provide valid and reliable data for Indicator 12 and did not use the correct measurement in reporting on Indicator 15.</i>	<p>The State of Iowa used the B20 calculation template from the RRFC Network website and recalculated measurement for B20 using the FFY 2005 (2005-2006) response letter to Iowa to fill in cells with 0, 1, or N, for (a) valid and reliable, (b) correct calculation, or (c) followed instructions, based on OSEP's feedback. Indicator 12 received a 0 for correct calculation, and Indicator 15 received a 0 for followed instructions, resulting in a percentage of 98.20%</p> <p>The same B20 calculation template was used to calculate the percentage in the measurement for FFY 2006 (2006-2007). The resulting percentage is 100%.</p>
<i>The State must review its improvement strategies, and revise them, if necessary, to ensure that they will enable the State to include data in the FFY 2006 APR, due February 1, 2008, that demonstrate compliance with the requirements in IDEA section 618 and 34 CFR §§76.720 and 300.600(b)</i>	<p>Improvement Activities for many Indicators have data verification as one component. Indicator B20 contains 5 activities specific to data verification (Table B20.4). Many indicators, including B20, have technical assistance activities around data entry to ensure timely, reliable, and accurate data.</p>

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006 (2006-2007):

Discussion of Improvement Activities Completed in FFY 2006 (2006-2007). Meeting targets for each indicator in the SPP is a priority for Iowa, and resources have been committed to each indicator and across indicators, to impact actual target data for each FFY on which performance is reported.

Consistent with activities documented in the SPP, several improvement activities were implemented to impact meeting the targets for this indicator. Headings used for improvement activities have been revised from the February 1, 2007 submission of the SPP for FFY 2004 – FFY 2010 (2004-2011) to reflect current heading titles suggested by OSEP and the North Central Regional Resource Center (NCRRC).

Improvement activities, Measureable Outcomes, and Status/Next Steps are summarized in Table B20.6.

Table B20.6
Improvement Activities Completed for FFY 2006 (2006-2007)

Improvement Activity	Measureable Outcomes	Status/Next Steps
<p>Verification of data. The SEA implements a 4-step data verification process for data entry.</p> <p>Step 1. AEA IMS data entry personnel are trained to review IEPs for completeness and consistency. If needed, IEP team members are contacted for specific data or the IEP is returned for corrections.</p> <p>Step 2. The data entry system has built in checks for duplicate data or for correcting required fields being left blank</p> <p>Step 3. AEAs received verification reports on data. The Verification Report is monitored by the SEA to ensure that AEAs regularly access and review potential errors during the two critical seasons for data entry (count/setting and exit).</p> <p>Step 4. SEA data personnel periodically review IMS, personnel, and discipline data and contact IMS and AEA staff with specific accuracy issues above and beyond the Verification Report to rectify any data abnormalities.</p>	Improved accuracy of IMS data.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Verification of Data. Indicator leads and data analysts met 3 times over the course of the FFY to ensure data were accurate.	Accurate data for analysis for all Indicators.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Verification of data. Data were sent to AEAs for verification for Indicators B7, B11 and B12.	Accurate data for analysis for all Indicators	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Verification of data. OSEP analysis/next steps, measurement table, and APR checklist were used to write APR reports.	Required data elements included for each Indicator.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Verification of data. OSEP tables were checked against APR data for accuracy.	No Indicator using 618 or other required data table (Indicators 16-19) had a measurement variance requiring explanation.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Analysis of Policies, Procedures, and Practices. The SEA reviewed policies, procedures, and practices for Indicators 1, 2, 4, 5, 9, 11, 13, 15, and 20.	Data definitions are consistent with OSEP's definitions. Data in IMS are entered consistent with Indicator definitions. Data in EASIER were consistent with OSEP definitions. Data in I-STAR were modified to promote more timely and accurate data for several indicators.	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)
Technical Assistance. The IMS works with AEA data entry staff to ensure consistent and accurate data entry.	Data generated from IMS are accurate	Ongoing for FFY 2007 (2007-2008) and annually through FFY 2010 (2010-2011)

Explanation of Progress or Slippage That Occurred for FFY 2006 (2006-2007). The analyses of data form the basis of discussion that follows. Iowa met the FFY 2006 (2006-2007) measurable and rigorous target for timely and accurate data, with 100% of reports submitted being timely and accurate.

The SEA attributes this improvement to (a) more attention paid to measurement table requirements, (b) more frequent data verification process, and (c) consistent understanding of data entry requirements state-wide.

Per OSEP requirements set forth in the December 13, 2007 SPP/APR TA conference call, states must answer the following questions relating to the timely correction of noncompliance identified in FFY 2006 (2006-2007):

1. What analysis was conducted to determine where noncompliance was occurring?
2. Why was noncompliance occurring?
3. What changes in policies, procedures and practices were determined necessary?
4. How does the State know that timely correction occurred?
5. If timely correction did not occur, what enforcement actions were taken by the State?

In FFY 2007 (2007-2008), data from all Part B Indicators for FFY 2006 (2006-2007), was reviewed to determine if the data addressed the OSEP measurement. Data for Indicators 11 and 12 were sent to AEAs to verify start and stop dates for consent/placement, and C-to-B eligibility determination.

Noncompliance for Indicator 20 was occurring at the State level because there was no process in place for Indicator data and Indicator content to be reviewed prior to submission. The SEA changed its APR submission process to include a multi-tiered review of data and content. Data requiring correction was sent to AEAs for correction.

The SEA knows that timely correction occurred when data is received back from AEAs and the data files are corrected for missing data or outliers.

While not required for FFY 2006 (2006-2007), the SEA has a compliance process for citing AEAs not in compliance with timely and accurate data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008):

There are no revisions to proposed targets / improvement activities / timelines / resources for FFY 2007 (2007-2008).